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ABSTRACT

Presented is a collection of articles by outstanding authorities on soccer and speedball for girls and women. The articles were selected from 1958-72 "Division for Girls and Women's Sports Guides." Articles are organized under a) Lead-up and Modified Games, b) Teaching and Coaching Techniques, and c) Evaluation and Officiating. (Author/JB)

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a collection of articles by outstanding authorities on soccer and speedball for girls and women from 1958-72 DGWS Guides

d Edition

ROBERTA BOYCE and BILLYE J. LOWE, Editors
Miami-Dade Jr. College South
Miami, Florida
Southwest Miami High School
Miami, Florida

A Project of the Publications Committee

DIVISION FOR GIRLS AND WOMEN'S SPORTS

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B. A field goal attempt in which the ball passes over the goal line *above* shoulder level shall score one point for the opponents.
C. Free kick: 2 points.

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A ball which goes out of bounds over a side line shall be rolled in between two opposing forwards by a side guard.

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Preface

The exciting sports of soccer and speedball offer unique challenges for every active participant regardless of his stage of development or level of performance. These activities provide unlimited opportunities for establishing and maintaining the fundamental movement patterns and the level of fitness so essential for the proper development, integration, and adjustment of man in a modern technological society.

The soccer and speedball articles selected for this edition provide valuable and useful information for the active player, teacher, and coach. Articles covering lead-up and modified games, teaching and coaching techniques, evaluation and officiating, and resource materials should provide valuable insights into a more comprehensive understanding of these dynamic sports.

Underlying the selection of articles is an attempt to generate an increased awareness, interest, and enthusiasm for soccer and speedball. Numerous articles suggest more meaningful ways for increasing the effectiveness of the teacher-learning process. Soccer and speedball are important phases of every physical education and recreation program.

ROBERTA BOYCE
BILLYE J. LOWE
Editors

Lead-up and Modified Games

Dribble, Pass, and Trap Relay

MARY K. PHIPPS
Southern Illinois University
Carbondale, Illinois

Eight or more players are in a shuttle formation spread out at least arms length apart with about 15 feet between the two lines that are facing each other.

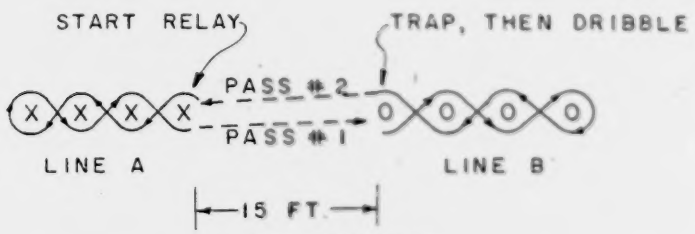

Figure 1. Field Diagram

———— = dribble — — — — — = pass

The player at the head of line A begins by turning and dribbling in and out of the other players in her line until she is back to the front. She then passes to line B and goes to the end of her line (A). Line B front player traps the ball, then turns and dribbles in and out of the players in her line until she reaches the head of her line, passes to line A, then goes to the end of her line (B). This continues until all players have dribbled, and the entire shuttle formation is back where it started. If players sit or squat when they are finished, it will be easier to see which group finishes first. The ball must be passed back to the side where it started, and the last player to dribble must return to the end of her line. If a player fails to trap the ball, it must be rekicked by the opposing line until it is trapped correctly.

Rotation Soccer

JEANNE ERTEL
Southern Illinois University
Carbondale, Illinois

Purpose
To give every team member the opportunity to play every position.

Goalkeeper's Privileges
Within her own penalty area, the goalkeeper may handle the ball by–
1. Picking up the ball
2. Bouncing the ball once
3. Punting the ball
4. Drop-kicking the ball
5. Throwing the ball
6. Combining a bounce with a punt or a drop-kick or a throw
7. Taking two steps with the ball in the hands preceding a punt or a drop-kick or a throw. (This privilege is denied if the punt, drop-kick, or throw is combined with a bounce.)

The Game
This is a regular soccer game played under all the current rules, adding rotation in order that each team member may have the opportunity to play every position. Rotation may occur after a goal, after a prescribed number of free kicks or kick-ins, or after a certain length of time.

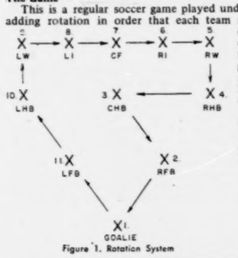

Figure 1. Rotation System

Rotation System
Rotation is in a clockwise direction. See Figure 1.

Soccerball

MICHELE MITCHELL
Southern Illinois University
Carbondale, Illinois

Object of the Game
For the five forwards to maneuver the ball–by dribbling, passing, or kicking–down the field and over the end line to score.

Players
Five forwards (those in the field of play)
(1) Center forward–CF, (2) Right front–RF, (3) Left front–LF, (4) Right back–RB, (5) Left back–LB
Five to ten guards (who stand behind the end line) See Figure 1.

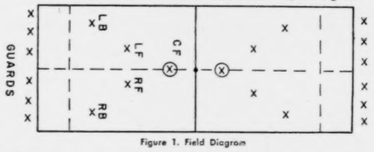

Figure 1. Field Diagram

The Game
1. The ball is stationary in the center of the field at the start.
2. On the whistle, the two center forwards run to hit and gain control and possession of the ball.
3. Once an attacking team is established, the defense may protect their end line up to five yards inside the field of play.
4. The attacking team must drive forward to the goal line to score.
5. Substitution occurs after a point has been made, and two new teams are organized from five of the guards from each team.
6. A ball which goes out of bounds is put in play by a kick-in by the team which did not hit it out.

Scoring
1. One point is scored for the team which advances the ball over their opponent's end line.
2. Only forwards may score.
3. A point may be scored from a free kick.

Fouls
1. Any player touching the ball with hands or arms.
2. Players pushing, holding, or interfering by body contact with opponent.
3. Guards playing over end line beyond the five-yard line in the field of play.

Penalty
Free kick where foul occurred.

Marking
The center forwards mark each other. The right front marks the opposing left front, and the left front marks the opposing right front.

Skills Involved
Dribbling, passing, tackling, marking, kicking, blocking, and volleying.

Curricula for Basic Soccer Instruction

ROBERT W. VANDERWARKER, JR.
15 Serpentine Road
Levittown, New York

First and Second Grades
Mimetics–"If we were unable to use our hands or arms, how would we. . .":
1. Stop a rolling ball?
2. Kick a ball forcefully in a given area?
3. Pass a ball around in a given area?
4. Move a ball along in a series of kicks?
5. Keep it away from another person and still move it along?
6. Get the ball away from another person without touching him?

Give elementary instruction on each of the above activities, with a ball of appropriate size and resiliency.

Self-Testing Activities
1. Kick a ball; chase it; stop it; bring it back with a series of short kicks.
2. Kick a ball at a wall, goal, or other low target for accuracy.
3. Kick in pairs (elementary passing and trapping).

Games and Contests
1. Soccer dodge ball (team vs. team in circle, hit below the waist)
2. Keep away (circle: monkey in middle)
3. Soccer stride ball
4. Center stride ball

Note: It is important not to press for achievement at this age. We are merely interested in introducing ideas of various soccer skills. Attention span is markedly limited at this grade level so you will be unable to spend a great deal of time during one class on any single activity. Thus, repetition is important so that the skill will not be forgotten. Naturally, all of the above items require little organization.

Acknowledgment is made of assistance in preparation of this material and Mr. Vanderwarker's other article, "Soccer Fundamentals" p. 35, by Yolanda Klaskin, member DGWS Soccer Committee, 1968-70, North Syracuse High School, North Syracuse, New York.

Third and Fourth Grades

Skills To Be Taught	*Lead-up Games and Related Activities*
Kicking Fundamentals	
1. Shooting	Soccer exchange dodge ball
a. Instep kick (for power and accuracy)	Dribbling and passing relays Kick ball (no toe)
b. Inside of foot (for redirection and precision)	Long base Line soccer (end to end)
2. Passing	Pin soccer
a. Inside of foot	a. Dribbling around the pin
b. Outside of foot	b. Knocking over the pin
c. Instep	
Trapping Fundamentals	
1. Sole of foot	
2. Inside of feet	
3. Outside of foot	Soccer tag
4. Leg, knee, thigh	
5. Body	
Dribbling Fundamentals	
1. Inside of feet	Circle soccer
2. Outside of feet	Red rover with soccer balls
3. Controlling the ball	Triangle soccer
4. Shielding the ball	Soccer ten kicks
5. Varying speed and direction	Wall ball
Self-testing activities for each of the above	

Fifth and Sixth Grades

Skills To Be Taught	*Lead-up Games and Related Activities*
Review and continued practice of fundamentals learned in grades 1-4.	Continued development and enjoyment of games played in grades 1-4.
Kicking–addition of outside of feet	Line soccer (1 vs. 1) (2 vs. 2) (3 vs. 3)
Passing–review of fundamentals with stress on meeting the ball	
Trapping–addition of trapping the high bouncing ball; air to foot trap	End zone soccer Three section soccer

Dribbling–beginning feints	Alley soccer
(Emphasize importance of *balance* in soccer; introduce heading, feinting, and tackling; stress ball control.)	Rotation soccer 4 Touch Bombardment Beginning speedball
History, development, and status of soccer in the United States	Soccer goal ball Soccer snatch ball
Basic positional play	6 on a side soccer
Play of the goalkeeper (goalie circuit)	After-school and/or lunch-hour intramural soccer program
Fundamental rules	
The throw-in	
Situations–kick-offs, goal kicks, corner kicks, penalty kicks, drop balls, indirect free kicks, direct free kicks	
Drills–for development of skills and for team function	
Testing for knowledge and skill	

Seventh and Eighth Grades

Skills To Be Taught	*Lead-up Games and Related Activities*
Review and continued practice of fundamentals learned in grades 1-6.	Continued development and enjoyment of games played in grades 1-6.
Further development of all basic soccer skills along with an understanding of when and how the skills are used effectively in games.	Scrimmage situations Soccer, volleyball Soccer, tennis, speedball intramural games
Soccer terminology	Indoor soccer
Skills To Be Taught	*Lead-up Games and Related Activities*
The offside rule	
Theory of effective team play	Intramural or inter-scholastic competition
Offensive team function (including switching)	
Defensive team function (stress man to man marking)	
Complete understanding of all game situations	
Creating space and passing through the hole	

Rotation Soccer

JEANNE ERTEL
Southern Illinois University
Carbondale, Illinois

Purpose

To give every team member the opportunity to play every position.

Goalkeeper's Privileges

Within her own penalty area, the goalkeeper may handle the ball by–

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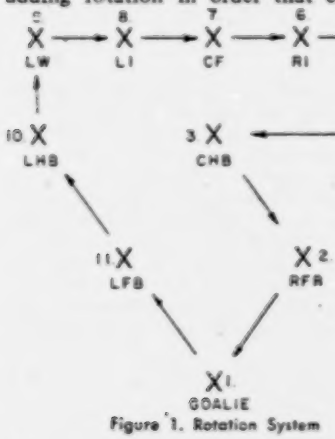

Figure 1. Rotation System

Rotation System

Rotation is in a clockwise direction. See Figure 1.

Soccer Relay

NANCY RIGGS
Southern Illinois University
Carbondale, Illinois

This is a soccer relay which includes the skills of dribbling, passing, kicking, trapping, and also includes teamwork and agility in handling the soccer ball.

The relay is played on half of a soccer field (or more if desired). The first group of six players is behind the halfway line; the other group of six (constituting a team of twelve players) is stationed behind the goal line. Each group of six players is divided into two lines of three each, with a five-yard distance between the lines. Each line has a distance of approximately one to three yards between players who must stay this distance apart throughout the relay; they may not move except when their turn comes.

Couple #1 begins by passing the ball back and forth as they dribble down toward the other half of their team. (If a bad pass is made and the teammate controls it, they must begin again.) When they reach the first two players of the other team, the person who has the ball dribbles in and out of the people in the line directly in front of her to the end of that line. There she passes the ball with the *outside* of her foot to her partner who then dribbles in and out through the players in her line. When she comes to the front of the line, she and her partner then dribble and pass back to their starting position. When they reach that position, the person with the ball turns and kicks the ball to couple #2. Either one of couple #2 must trap the ball. When the two moving players have successfully kicked the ball down the field, they go to the end of the lines, and all other players move up. Couple #2 then takes its turn. The relay is over when the last couple has completed its turn, the first couple is back at the head of the line, and the ball is stationary in front of them.

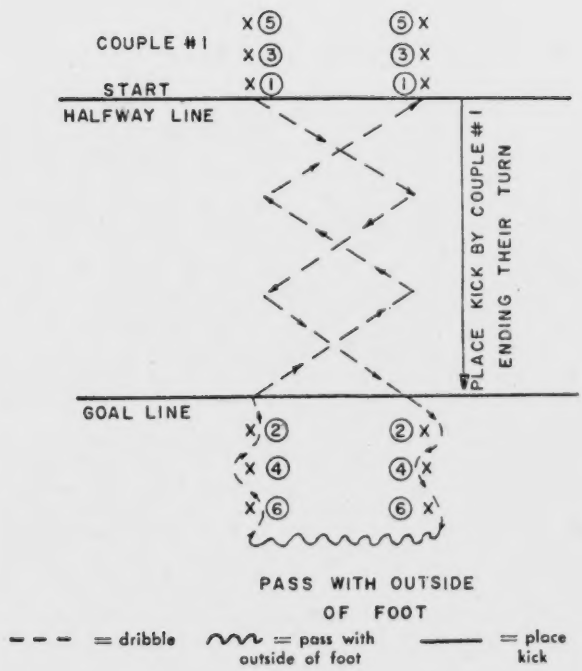

Figure 1. Field Diagram

Dribble Soccer

DONNA WITTNAM
Southern Illinois University
Carbondale, Illinois

This game is good practice for the skills of dribbling, passing, and tackling.

Equipment

One soccer ball, twelve red pinnies, twelve green pinnies.

Purpose of the Game

To give the backs practice in tackling as part of the defensive play, and to give the forwards practice in dribbling and passing as a part of the offensive play.

The Game

Players should be divided into two teams. The two extra players who would normally play goalie are placed one at each end of the field to retrieve the ball as it goes over the goal line. These people rotate into any position they wish when a dead ball occurs. Team formation similar to that in a regular soccer game is used.

The forward line on each team should play strictly offensively. They should dribble the ball down the field but if tackled, cannot tackle back. Their main purpose is to move the ball down the field by dribbling and passing in order to score. If the forwards lose the ball, it is the responsibility of the halfbacks and fullbacks to tackle the opposing forwards, retrieve the ball, and pass it back up to their forward line again. On a wild pass when the ball is not in possession of any person, a forward on the opposing team may intercept the ball and play it. This is the only instance when a forward should go after the ball when it is not in the possession of her teammates.

The ball is put into play at the beginning of the game by the team winning the coin toss. The center forward puts the ball in play by a pass to a teammate. (The ball, when put into play from a stationary position, must be passed forward to a teammate.) After the beginning of the game, the ball is put in play after each score by the nonscoring team at the halfway line. All players except the person putting the ball in play must be at least five yards away from the ball until it is put in play with a pass.

No players will guard the goal line. In order to score, a forward must dribble the ball over the goal line. A player may not kick the ball wildly in an attempt to score. If this occurs, the opposing team

is given possession of the ball at the nearest 25-yard line. On such a foul, the ball shall be put in play by the center forward in the same manner as at the halfway line at the beginning of the game. Each time a team dribbles the ball successfully across the goal line, that team receives two points.

Each player must stay in her designated playing area, according to soccer strategy, in order to avoid crowding on the ball. If crowding occurs, the opposing team receives possession of the ball on an imaginary line (parallel to the goal line) with the spot where the crowding occurred. The forwards on the opposing team who gain possession of the ball line up and put the ball in play in a manner similar to that used at the beginning of the game.

A player may not touch the ball with her hands. A forward may not tackle an opposing forward to gain possession of the ball. No player may be within five yards of the player putting the ball in play. Running into or tripping another player is considered a foul. The penalty for such incidents is the same as for crowding on the ball.

Fouls

Crowding on the ball
Kicking the ball across the goal line instead of dribbling it across
Touching the ball with the hands or arms
Running into a player
Tripping a player
A forward tackling an opposing player to gain possession of the ball
A player standing within five yards of a player putting the ball in play.

Parallel Soccer

ROSALIE BRYANT
4825 Luerly Drive
Charlotte, North Carolina

Parallel soccer is the result of an experiment by the elementary school physical education teachers in the Charlotte-Mecklenburg Schools, Charlotte, North Carolina. The game was an attempt to find a safe soccer game for the upper elementary school grades which would provide maximum activity while stimulating interest in soccer and forming the basis for junior high school participation. It was also desired to have a game which would require few field markings.

In parallel soccer, forwards attempt to kick the ball across their opponent's goal line below shoulder level while the goalkeepers attempt to prevent the ball from scoring.

RULES

Rule 1. Playing Field

100 yards long and 60 yards wide; marked as indicated in Figure 1. The playing area may be adjusted to the space available.

The markings are

A. Goal lines.
B. Center line parallel to the goal lines.
C. Two lines, parallel to side lines, which divide the field into three lanes. These lines may be imaginary.
D. Free kick mark, centered parallel to goal line, ten yards from the goal line.

Rule 2. Players

Two teams of 12-18 players positioned as shown in Figure 1. All players are rotated counterclockwise following each score or three out-of-bounds balls. When possible, players should be positioned so that girls are competing against girls and boys against boys.

A. Three forwards: One forward in each of the three lanes on the field.
B. Four side guards: Two guards on each side line between the center line and their own goal line.
C. Five to eleven goalkeepers positioned behind their own goal line.

Rule 3. The Game

A. The game begins with a bully between the opposing center forwards. The centers move forward on signal to kick the ball.

B. Within the confines of their respective lanes, all forwards move on a line even with the ball. By dribbling and passing, the forwards in possession of the ball advance the ball toward their opponents' goal line and attempt to score. The forwards not in possession of the ball attempt to gain control of the ball.
C. The side guards help keep the ball on the field by using their feet to push the ball back onto the playing field when it nears the side line.
D. The goalkeepers, by forming a wall of people and sliding from side to side, attempt to prevent the ball from crossing the goal line. Goalkeepers may trap the ball with their feet or pick up the ball with their hands and throw it out to their forwards.

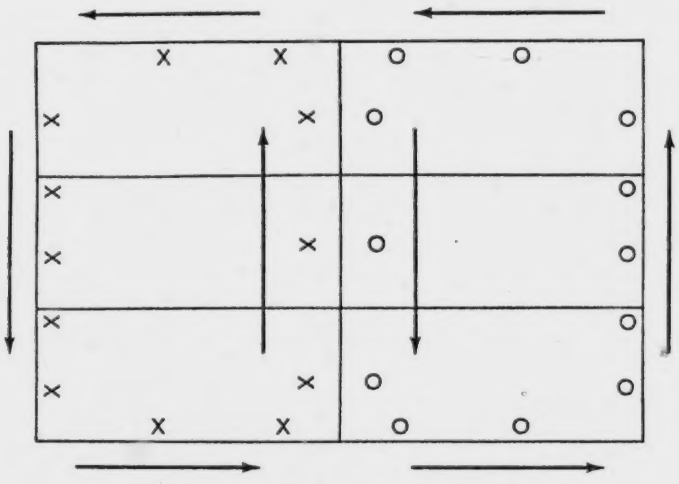

Figure 1. Playing field and players.

Rule 4. Fouls and Penalties for Fouls

A. Fouls
1. Body contact.
2. Touching the ball with the hands while the ball is in play on the field (except for goalkeeper).
3. Kicking the ball with the toe (optional foul).

Teaching and Coaching Techniques

Organizing A Soccer Unit

MARY E. HOWARD
Alfred I. Du Pont Senior High School
Jacksonville, Florida

A. History of Soccer

Some form of soccer was played in American colleges as early as 1830; Rutgers and Princeton drew up a set of rules and played the first intercollegiate soccer game in 1868. All rules were unified in 1904 and, at present, soccer is played throughout the world under the same regulations. Bryn Mawr played the first women's intercollegiate soccer game in 1919. In 1927, the National Section for Girls and Women's Sports published the first soccer rules for women.

Although football and soccer have been played in this country for a long time, soccer has never achieved the popularity of football. Outside the United States, however, soccer is the most widely played and watched game in the world.

B. Values of Soccer

1. Universal adaptability for all ages.
2. Develops soundness of body and calls for speed, clear thinking, and quick responses.
3. Enjoyable from the first time it is played.
4. Relatively safe game.
5. Inexpensive sport to include in curriculum.

C. General Objectives

1. To gain a general background in skills that will enable adequate participation in the game.
2. To develop an appreciation of the game and rapport with fellow students and teachers.
3. To gain a general knowledge and understanding of soccer rules.
4. To acquire social, emotional, and physical values derived from participation.
5. To develop an appreciation for sportsmanship, team play, and cooperation among fellow students.
6. To become aware of the safety precautions of soccer.
7. To enjoy and have fun playing soccer.

D. Safety Precautions

1. Warm up before starting competitive play. Warm-up may include skill practice, running, jumping, or stretching.

2. Keep the playing area and space around it free from obstacles including extra balls, clip boards, and chairs.
3. Shoes should fit properly and be laced securely to prevent ankle injuries.
4. Be thoroughly grounded in fundamental skills of ball handling and body control.
5. Use glasses guards when necessary.
6. Report all injuries to the teacher.
7. Discontinue play when not feeling well or when injured.
8. Dress properly with a minimum of jewelry. Wear socks, tennis shoes, and a uniform that permits freedom of movement.

E. Development of the Activity

1. Progression of skills and techniques
   a. Dribble, pass, and kick with inside of foot.
   b. Dribble and pass with outside of foot.
   c. Stop ball with foot, legs, or body.
   d. Front tackle and dodge.
   e. Toe kick and goal kicking
   f. Body blocking
   g. Punt
   h. Rules and strategy (offensive and defensive play)
   i. Fullback and interchange
2. Organization
   a. Organize class into two squads according to skill level. Members may be changed if a mistake has been made in estimating ability. A leader from each squad can be responsible for taking care of the ball, checking attendance, and checking uniforms for her squad. The two squads may be combined to form a team to play against a team from another class.

F. Evaluation of Results of Teaching

1. Skill performance
   a. Skill tests
      (1) Soccer dribble test
      (2) Goal kicking test
   b. Subjective rating
      (1) Each student rated subjectively with regard to skill and attitude. Included in this grade is actual game performance, rate of improvement, team work, application of skills, and attitude toward class.
2. Dressing out (Class participation, full uniform)
   a. Students allowed two days of not dressing out each six weeks. Each day taken over these two days results in one letter dropped from the dressing-out grade. Three incomplete uniforms equal one day of not dressing out.

SOCCER UNIT PLAN

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1	Introduction, Dribble with inside of foot, Line Soccer.	Pass with inside of foot, Sole trap, One leg trap, Line Soccer.	Dribble and pass with outside of foot, Front tackle, Line Soccer.	Combine dribbling and tackling, Explain position and marking, Basic Rules, Line Soccer.	Passing and tackling, Rules and strategy, Student information sheets, Line Soccer.
2	Toe kick, Kicking for goal, Lead-up.	Offensive drill down field, Strategy, Lead-up.	Offense against defense, Stress strategy, Lead-up.	Review weak skills.	Film, Scoring, Formations.
3	Body blocking, Rules discussion, Positions, Begin game.	Punt, Fullback interchange, Game.	Game.	Game.	Game.
4	Skill test, Practice (goal kicking), Game.	Skill test, Practice (dribbling), Game.	Skill test, (goal kicking), Game.	Skill test, Dribbling, Questions & answers on rules, etc., Game, if time.	Written test.

G. Marking System

1. Students are graded equally in four areas: Skill, knowledge, subjective estimate, and dressing out. An average of the four grades determines the six-weeks grade.
2. A letter grade for skill is arrived at by using a 10, 20, 40, 20, 10 percentage curve. The school grading system is used for the knowledge test.

Back passing
Selling the dummy
Advanced development of feints
Introduction of simple tricks
Volley and half volley kicking
Heading
  a. Offensive
  b. Defensive
Drills
  a. Development of skills
  b. Team function
  c. Conditioning

Testing for knowledge and skill

High School

Review of all aforementioned skills, drills and tactics wherever deemed necessary.
Ability to employ advanced skills and tricks at appropriate times in game situations.
Mastery of all ball control skills.
Complete understanding of all facets of the game: rules, skills, tactics, team function.

Testing for knowledge and skills

Notes: A. Modifications throughout the program
  1. Size of playing area and appurtenances
  2. Size and resiliency of balls
  3. Length of periods
  4. Certain rules – no offsides, etc.
B. Use many, many balls in teaching situations: more ball contact–more practice–greater development of skills.

Conditioning Program for Soccer

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Most physical educators realize the importance of proper conditioning as a prerequisite for active participation in sports. Conditioning serves primarily to prevent injuries and to enable the participant to function with greater effectiveness. Conditioning is important (1) to the student or athlete for his own protection, efficiency, and enjoyment, and (2) to the teacher as a teaching device. The mental attitude of the participant often governs the success or failure of a conditioning program. Tedious conditioning tasks can be made more meaningful if their purpose is recognized.

Conditioning is an individual process, and it is possible for a student to go through the motions without sufficient development. The effort and enthusiasm that the students put into their work determines the degree of development they achieve.

The conditioning process need not involve complicated procedures. The program can be simple, yet effective. The teaching situation necessarily partially controls the intensity of any conditioning program. Various age groups play soccer with varying emphasis on competition; therefore, it cannot be expected that all groups should follow the same conditioning program. It might be expected, however, that the various groups follow the same general type of program, differing essentially in intensity.

Developing Speed, Agility, and Endurance

Basically, soccer depends upon the development of speed, agility, and endurance. If some fitness has been previously achieved and maintained, more time is available for activities more directly related to soccer.

In solution of the conditioning problem, an approach including (1) long distance running, (2) low organization games, and (3) warm-up calisthenics is suggested. Since soccer is a running game, and endurance in running cannot be built in one day, long distance running of 300 to 600 yards daily is desirable for conditioning players. This running enables the student (1) to increase endurance and speed, (2) to develop strength, and (3) to develop agility, all necessary for effectiveness in soccer. Approximately two weeks prior to the soccer instructional unit, the wise teacher will require that students run short distances, increasing the yardage until the students achieve the desired distance without undue stress. Ideally,

this attainment should coincide with the introduction of the soccer unit. This process will promote the development of the needed endurance without detracting from the soccer unit or any other unit in progress.

The second approach to soccer conditioning (the use of games of low organization) will require more planning and creativity than the first approach, but the benefits will be worthwhile. The use of low organization games, usually used by physical educators as a method of skill drilling, may easily be adapted for conditioning purposes. These games can serve to motivate the students to do their best; they are not time-consuming, and they inject the element of competition which encourages students to put forth the extra effort so necessary for achieving optimal fitness. High school students, as well as college students, find fun in these games. Caution must be taken, however, not to overdo the activities to the point of loss of the students' enthusiasm.

Daily calisthenics provide the third approach to soccer conditioning. During the warm-up calisthenics, the student concentrates on selected exercises designed for specific muscle development, such as for the neck muscles needed in heading a ball. Approximately 10 to 15 minutes of activities is recommended. Calisthenics, like the other approaches, has its place in achieving full preparedness for soccer participation.

SUGGESTIONS FOR CONDITIONING

I. Low Organization Games

A. Medley relays
   1. Beginning conditioning
      (a) run, (b) jump (both feet), (c) walk, (d) hop (one foot)
   2. Advanced conditioning
      (a) run (forward), (b) run (backward), (c) jump (both feet, side-to-side), (d) frog jump
   3. Conditioning and skill (dribble)
      (a) straight dribble, (b) obstacle dribble, (c) dribble stop (complete stop every three yards)

B. Shuttle relays
   1. Dribble between two five-yard lines three times
   2. Pass to teammate, run to end of other line

C. Circle races
   1. In and out (dribble in front of first and then behind second teammate)
   2. Around and around (dribble completely around each teammate)

D. Leap frog

E. Dodge ball

II. Calistenics
A. Jumping jack
B. Squat-jump
C. Squat-thrust
D. Ankle rotation
E. Ankle flexion
F. Leg stretches
G. Head pulls
H. Sit-ups
I. Side leg swings
J. Cross feet, jump apart, kick right foot, feet together

Analysis of Kicking

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Students of motor behavior have become increasingly aware that traditional analyses of skills lack important details and often are erroneous. Action is too rapid and complex for visual perception; therefore, kinesiologists have used high-speed motion pictures from which angular speed of joint action can be measured and from which the timing of these actions and the linear speed of contributing skeletal levers can be determined.[1] The time required for such frame analysis has limited the number of studies, and kinesiologists are seeking more efficient laboratory devices for measurement. One possibility is the electrogoniometer suggested by Karpovich which, if accurate and if widely used, should increase the number of joint action studies.

Thus far, film studies have been limited largely to those skills which are executed from a stationary position and those in which the performer is not adjusting to the movement of others. Therefore, from the many soccer skills, it is kicking which has been intensively studied.

Most complex large muscle skills are based on inherent coordinations which are modified for each specific situation.[2] Running is developed from and is a modification of the inherent stepping pattern; kicking is a modification of running. Anyone who can run can kick. Since a child runs at approximately two and one-half years, he should be able to kick shortly thereafter. Our observations confirm this.

The similarity between the run and the kick is evident in Figure 1. The outline tracings are those of Lou Groza who, according to *Sports Illustrated* (September 22, 1958), "ranks as the greatest place kicker in football history." The first of the two tracings shows Groza approaching the ball with a running step; both feet are off the ground. Except for the head, which is inclined forward to "keep the

[1] Cooper, John M., and Glassow, Ruth B. *Kinesiology*. St. Louis, Mo.: C. V. Mosby Co., 1963. pp. 40-59.
[2] Cooper and Glassow, *Kinesiology*, pp. 193-98.

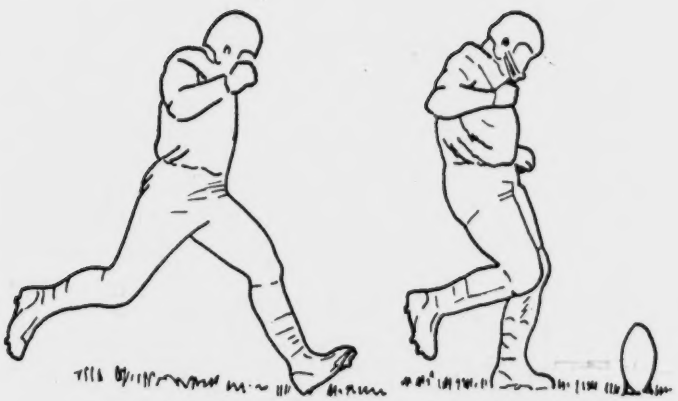

Figure 1. Positions of a football player in approaching the ball.

eye on the ball," the position of the limbs suggests a run. In the second tracing, with the left foot supporting the weight, the body mass is to the rear of the supporting foot. In the run, the body would be carried forward by ankle flexion and knee extension; in the kick, it will remain in the position shown in the second tracing, or even moved backward, until the ball has been contacted.

In kicking, the main contributing joint actions are the same as those in the swinging limb in the run. There is (1) rotation in the supporting hip joint (left) which brings the right side of the pelvis and the kicking limb forward, (2) flexion of the kicking hip which moves the thigh, leg, and foot forward, and (3) flexion of the kicking knee followed by rapid extension which moves the leg and the foot. Film studies have shown these actions to be much the same regardless of the type of kick – punt or place – and of the type of ball – soccer or football. Variations in details of the actions occur in individuals and in the type of kick.

The actions of the kicking knee and hip are illustrated in Figure 2. At left are shown the actions of a nine-year-old boy punting a soccer ball; at the right are those of a man, an experienced soccer player, executing a place kick. The lower stick figures show the positions of body segments, except the arms, at the time of greatest knee flexion of the kicking limb; the upper figures, those at time of contact. Note the backward inclination of the trunk of the boy which is necessary for balance since the kicking limb is to the front of the supporting foot.

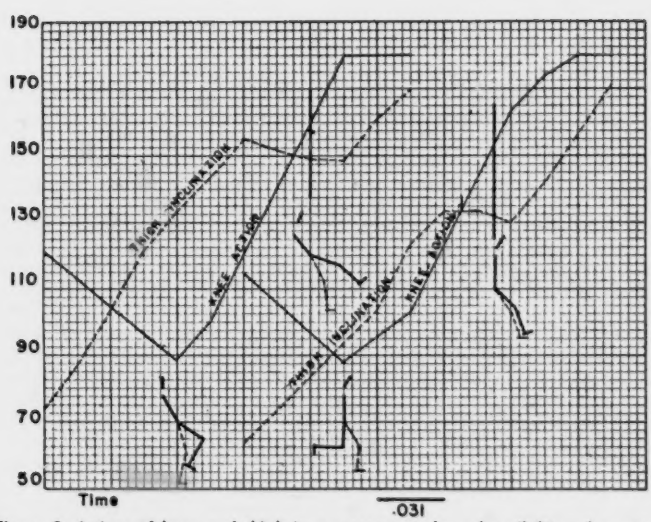

Figure 2. Actions of knee and thigh in a soccer punt by a boy (left) and a soccer place kick by a man (right). The scale at left indicates degrees. Contact with the ball is shown by a vertical line.

For the knee, 180 degrees is the measure when the knee is extended and the leg and thigh form a straight line; when the knee line slopes downward, the knee is flexing, and when the line slopes upward, the knee is extending. Rather than graphing hip action, the broken line shows thigh inclination. This is the angle between the thigh and a horizontal line. It is the image of the thigh which is usually perceived as a kick is observed.[3] When the thigh reaches the front horizontal, it is measured as 180 degrees; when perpendicular to the ground, it is 90 degrees, and if slanted to the rear, it is less than 90 degrees.

The measures on the graph begin at the time the supporting foot (in both cases the left) is flat on the ground and continue until shortly after contact with the ball. On the graph, contact is shown by a vertical line. Time is spaced horizontally; the total time for both kicks is 0.186 seconds. This time is typical and shows that

[3] Cooper and Glassow, *Kinesiology*, pp. 142-56. Discussion of joint angles and angles of inclination.

these actions cannot be visually perceived in detail during performances.

The broken lines, representing movement of the thigh, show that in both kicks the thigh is slanted to the rear as the supporting foot is placed on the ground and that it swings forward until a small fraction of a second before contact. During contact, however, the thigh has stopped (place kick) or reversed its direction slightly (punt). These characteristics – lack of movement or movement in the reverse direction – appear in all of our studies. From these, it has been concluded that *at the time of contact,* the thigh makes no direct contribution to the force of the kick. Its contribution to force comes before contact where, in its forward swing, it carries the foot and the leg, giving these segments a forward momentum even when knee flexion is moving these parts backward. Many tracings of the foot show that it is moving forward in space while the knee is flexing and moving the foot backward in reference to the knee. This type of phenomenon has been observed in many skills. Perhaps the most easily comprehended of these is the movement of the ball in the bowling delivery. As shoulder extension moves the ball backward in reference to the body, the ball is moved forward in space by the forward movement of the body due to the approach steps. In the kick, immediately after contact, the thigh again swings forward and upward, often passing the front horizontal. This final action is easily seen by the observer, and this visual perception leads to the erroneous conclusion that the thigh (and hip action) contributes to the force of the kick at contact.

It can be postulated that at the time of the contact, the thigh is regulating the position of the leg and foot. The graphs in Figure 2 show that in the punt, the thigh is some 20 degrees higher than it is in the place kick. It is the position of the ball which controls the inclination of the thigh.

The unbroken lines show the degree of knee action and that, in the first part of the kick, the knee is flexing. The range of this movement is almost identical in the two kicks. Flexion is followed by extension which is most rapid on contact. In the punt, the knee is closer to full extension at contact than it is in the place kick. This can be attributed to the difference in height of the ball at contact. Extension continues after contact, carrying the leg to a position in line with the thigh. Since the leg is moving rapidly at contact, it contributes more to the force of the kick than does the thigh. It is interesting to note that in the two kicks, at contact the speed of knee action is almost identical (note the parallel lines) Since the man's leg is longer and heavier, the force developed by his knee action will be greater than that developed by the boy.

The third joint action, rotation in the supporting hip, is not shown in the graph. The student of movement visualizes this action as swinging the kicking side of the pelvis from the rear to the front. This may be a factor in developing force which the skilled soccer player uses to a greater degree than does the football player. In the 1965 football season, two former soccer players, the Gogolak brothers, Pete on the Buffalo Bills' professional team and Charlie on the Princeton University team, set new records for the distance from which field goals were made. In current literature, the greater distance achieved by the soccer player has been attributed to "instep contact." It is more likely that this type of contact provides better control of the ball due to the larger contact area of the instep compared to that of the toe. The longer distance achieved by the soccer-trained kicker is more likely achieved by greater pelvic rotation. He often approaches the ball from the diagonal, which, when he reaches the ball, places the kicking side of the pelvis further to the rear. This side then can be moved through a greater range and at greater speed than when the approach is in line with the desired direction of the ball. In lesser degree, this range and speed can be achieved by a long step with the supporting foot, placing it directly in line with the preceding foot placement or even slightly to the outside of it. Our films of experienced soccer players show that even when the approach is not diagonal, the supporting foot is placed as described above.

With understanding of the actions of pelvis, thigh, and leg, what can the instructor do to improve kicking ability? Aside from continual practice which is necessary to develop, refine, and establish a given coordination, what suggestions can be made which will increase the force imparted to the ball? It would seem wise, at the beginning, not to confuse the learner with verbal description or even a demonstration. Remembering that anyone who can run can kick, place the pupil in a kick situation and observe the result. If greater distance is desired, the force should be increased. Perhaps the first suggestion would be that of taking a longer step with the supporting limb in the approach to the ball. This will ensure greater range of rotation for the pelvis.

The placement of the supporting foot in relation to the ball is important; our observations show that skilled kickers place the foot beside the ball, not back of it. The exact position with reference to the ball will vary slightly with the desired height of the ball flight. The farther to the rear, the greater will be the height.

Next, the instructor might observe the degree of knee flexion which occurs in the early part of the forward swing of the thigh. This flexion is not as great as it is in a fast run where the heel almost contacts the buttock. Studies indicate that in the kick the leg should

reach a position which is at least at right angles to the thigh, or 90 degrees. (Note the greatest flexion of the knee actions in Figure 2.) This is a position which the instructor can detect by visual observation and can then advise, if necessary, that the leg be raised more.

Needless to say, the joint actions should be made rapidly and the kicking limb should be carried through after contact. If the speed of these is great enough, the supporting heel will be lifted. The degree to which this occurs can be an evaluation of the speed of joint actions.

All kicks will include action of pelvis, thigh, and leg. The range of each of these will depend upon the desired speed of the ball. There can be no exact description for each situation except perhaps where the greatest possible force is desired. For all others, the performer must develop a kinesthetic memory of the pattern which produces the desired result. For each individual, it is possible that the contribution of each segment may be unique for him. In these situations, individual differences are important.

Soccer Fundamentals

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The six station circuit illustrated in this article is organized for use in physical education classes as well as for team workouts. It stresses all of the fundamental skills needed for a good game of soccer. The circuit system offers a frequent change in activity which holds the interest of the younger children and beginners. Each activity in itself is an excellent drill and could be taught separately and then combined for the circuit.

Students at Each Station: six

Before beginning the circuit, divide girls into groups of six. Give each girl in the group a number which she retains through the entire circuit. In each activity, places may be rotated so that each girl can play all positions indicated.

Equipment Needed: Rebound boards or benches
1 soccer field
15 soccer balls
16 pinnies
5 markers

Time at Each Station: approximately 1-1½ minutes per student (allowing for station change)

Time Required To Complete Circuit for: 36 students–47 minutes
30 students – 40 minutes
24 students – 34 minutes

Station I – Shooting for Goal (4 balls needed)

Players 3 and 5 retrieve the balls and feed them to players 2 and 6 who pass the ball to player 1 who shoots for the goal. Player 4 is the goalie.

Station II – Pass, Dribble and Rebound (3 balls needed)

Three separate activities are going on at this station. Players 1 and 2 run down the field and pass the ball back and forth while in motion. Players 3 and 4 dribble around course of 5 markers while timing one another. Players 5 and 6 kick the ball against the rebound boards or benches laid on their side. Then they rebound the balls and continue kicking.

Station III – Free Kick (3 balls needed)

Player 1 practices the free kick to player 4 who clears it. Players 2, 3, 5 and 6 retrieve balls.

Station IV – Corner Kick to Goal (2 balls needed)

Player 1 practices corner kick to players 5 and 6 who head or otherwise shoot for the goal. Players 2 and 4 retrieve while player 3 is the goalie.

Station V – Three on Three (1 ball needed)

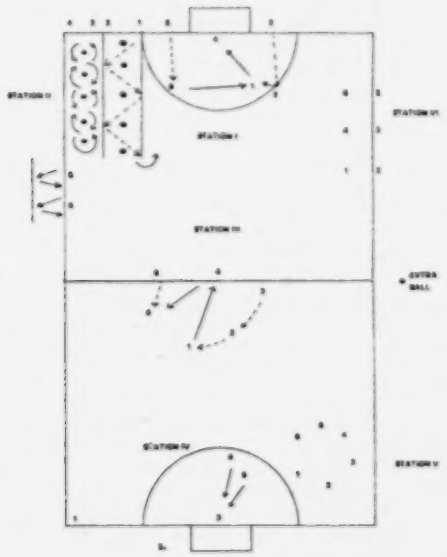
Circle soccer in which players 1, 2 and 3 play against 4, 5 and 6.

Station VI – Throw-in and Trap (3 balls needed)

Players 2, 3 and 5 are outside the field of play.

They practice throw-ins to their partners 1, 4 and 6 who practice trapping the ball.

Students rotate around the circuit in a counter-clockwise direction.



Theory of Progression in Soccer Games and Skill Drills

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Urband, Illinois

At the elementary school level each soccer-type game becomes progressively more difficult from grade to grade, until students acquire the necessary physical maturity to perform the skills and have the capacity to understand the rules and strategy of the official game. Many teachers fail to understand the necessity of a similarly planned progression in presenting practice drills for new skills or team tactics at the advanced level. Just as in the developmental progression of the lead-up games, the teacher must allow time and practice at each stage of drill for the students to gain confidence and proficiency in skills.

Games of Progressive Skill Requirement

When one considers the theory behind the progression of lead-up games to official soccer, an analogy with skill drill progression can be understood more easily. In the third grade, when soccer is introduced, a game is chosen that permits children to use the most basic soccer skills in a situation in which they are restricted to an area where no opponent is allowed to enter. *Circle Soccer* is a good example of this. The skills of trapping, simple blocking, and kicking are employed by the children with the only element of competition being the pressure of time to stop the ball quickly and then kick it toward the opposite team's goal.

As individuals gain assurance in the execution of these skills under slight pressure, a game such as *Line Soccer* is presented where a member of each team pits his skills against the other in a one-to-one situation. This game is then made more complex by having two members of each team oppose one another. After the adjustment to playing with and opposite more than one player is made, a more difficult game like *Alley Soccer* is selected. Here one team member plays against one opposing team member in a restricted area, but also may work offensively with teammates on either side. As backfield players are added in the game of *Advanced Alley Soccer*, the individual player is confronted with a two-to-two situation within her own alley. Obviously, this demands an increase in quality of skill performance, timing, and judgment.

Finally the protective element of restricted areas is removed when the official game of soccer is begun. At this point the individual is surrounded by teammates and opponents and must use his skills in relation to team offensive strategy with consideration for the opposition's defensive maneuvers. In order to make a smooth transition from the simple to the complex games it is obvious that students must have the opportunity to acquire increased skill and confidence at each phase before proceeding to the next game. It is the teacher's responsibility to allow adequate time and guidance for this development.

Skill Drills for Offensive and Defensive Techniques

In the following paragraphs a progression of skill drills for the acquisition of offensive techniques and, to a lesser extent, defensive tactics is presented. The basic skill involved is passing. As the drills increase in complexity, the student gains expertness and confidence in passing; the additional tasks involved and the number of teammates and opponents dictate that she must adapt the skill to new situations. Timing and accuracy of the pass become of primary importance. The principle of drill progression, like that of games, involves increasing the complexity in an ordered fashion.

The first step is to provide a situation in which the technique of passing can be acquired without any stress. The initial drill can simply involve one player practicing a pass, on the move, in a specified direction, and then to a particular spot. The next drill involves alternate passing between partners as they run down the field. This demands greater accuracy in passing because of the judgment involved concerning the speed of the teammate and distance to be covered by the pass.

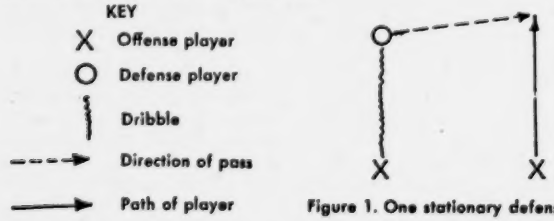

Figure 1. One stationary defense player.

After a reasonable degree of skill is acquired in the latter situation, one stationary defense player is added to the drill. She takes a position opposite the player with the ball (Figure 1). This person simulates a defense player in a game situation; initially, however, she remains stationary and may not tackle or intercept. When the passer

adjusts to timing the pass just out of reach of her opponent, the defense player is permitted to reach with one leg. The importance of the correct judgment of timing of the pass is further increased when later the defense player has the freedom to move in any direction.

A more advanced drill follows with an equal number of attack and defense players (Figure 2). Here again the additional player is stationary until greater passing accuracy is attained and the receiver learns to cut in to take the pass. Then the defense player is allowed to reach and move freely in the order described above. The greater difficulty of this drill is due to the placement of the pass in relation to the position of the receiver's opponent. The passer must observe whether the opponent is in a marking or covering position; if she is marking, a through pass is executed behind the defense player (Figure 3). Should she be covering, a flat pass is made as seen in Figure 4.

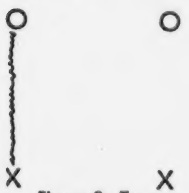

Figure 2. Two stationary defense players.

Figure 3. Defense player marks; a through pass is executed.

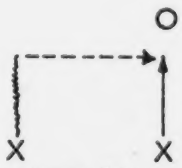

Figure 4. Defense player covers; a flat pass is executed.

The latter drill, with the defense player covering, provides an excellent progression into the more advanced concept of a triangular pass. In essence this a a dodge or means of evading an opponent in which the receiver of the flat pass immediately sends a through pass back to the original passer (Figure 5).

Though the emphasis is placed on offensive play, indirectly, defensive concepts are developed simultaneously. As the freedom of the defense player is expanded (from stationary to reaching to moving freely), she begins to develop judgment in respect to timing a tackle, attempting an interception, or permitting the forward to play the ball unmolested.

Advanced Drills

More advanced drills can be constructed by adding an equal number of defensive and offensive players. Additional stress may be exerted upon the original passer by the necessity of receiving a pass

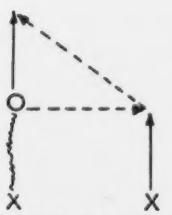

Figure 5. Triangular pass.

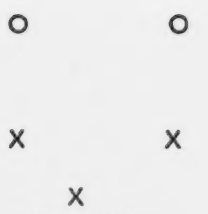

Figure 6. Defense player covering.

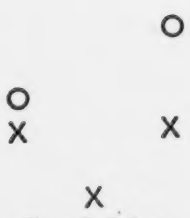

Figure 7. Defense player marking.

from a fellow defense player behind her. This drill is more complex due to the new task of fielding the ball and detection of whether or not her opponent is marking or covering. If the defensive player is covering, the attack player simply fields the ball and continues play depending on the subsequent action of her opponent. If the defensive player is marking, the attack player must cut back and field the ball, keep it under control, and pass immediately. Then she might be in a position for a triangular pass. In this series of drills the defensive player is in a covering position first (Figure 6), next in a marking position (Figure 7), and finally, the position is left to the discretion of the defensive player where she may either cover or mark.

As the student experiences these sequential drills, she is exposed to gamelike conditions in advance of a competitive situation where her successful performance is vital to team attainment of success. When providing ordered progression of lead-up games and skill drills, the teacher simply follows key psychological principles of learning. One of the most basic and evident of these being that learning should proceed from the simple to the complex.

Progressive Designs for Elementary Soccer Skills

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Undoubtedly many elementary school physical education teachers have been aware of the recent emphasis on exploration as an exciting method of presenting movement experiences for all children. No doubt, too, they have found challenges beyond their wildest expectations.

Aware that five- and six-year-olds are capable of using their hands and their feet quite effectively and often efficiently, many teachers have provided experiences for their kindergarten and first grade students to experiment with balls of various sizes. They have given a ball to each child or each two children, and allowed skills development to progress at each child's rate of speed, carefully guiding the skilled child to perform difficult tasks, the average child to gain satisfaction with certain types of skills, and the poorly skilled child toward immediate accomplishment of simple tasks.

How often, however, the exploration stops there. How often the exploration ends with "Now that we have explored some possibilities, let's play Call Ball." Or Spud, Circle Stride Ball, Teacher Ball. How unimaginative these games are. How restricted and unchallenging they are. What little use is made of the exploratory skills just practiced.

This article will suggest progressive designs not only for exploration of basic skills but for game-like encounters which children will experience in the playing of the end product: soccer.

First, let us assume that the following basic understandings are held by all teachers of children: (1) individuals differ; (2) within each class, the range of capabilities is very broad; (3) each individual is capable of handling his body within his own limitations; (4) each child has a built-in safety valve which needs to be put to use daily, in a variety of experiences; (5) each individual enjoys expressing himself in a variety of moving experiences; and (6) all children love excitement and need to experience the wise use of their excitement tendencies in many ways.

Putting Understanding into Action

Let us take a look at ball activities as a means of utilizing our understandings.

What basic movement patterns can be experienced by using a ball with the feet? (Trapping, pulling, pushing, kicking, swinging, lifting, stopping, etc.)

What kinds of balls can be used for such experiences? (Deflated rubber balls, regulation soccer balls, speedaway balls, discarded volleyballs, and strong, medium sized plastic beach balls.)

What concepts need to be emphasized when using the ball with the feet? (1) Keeping the ball for the self; (2) controlling the direction of the ball; (3) moving through space with and without the ball; (4) moving through space with partners – with and without balls; (5) moving within different sized boundaries; (6) understanding speed of the body in relation to the speed of the ball; (7) foot-eye-space coordination; (8) flexibility of space consciousness; (9) controlling the body when taking the ball away from others; (10) passing the ball to others; (11) playing with others by being ready to get the ball which is passed to them and returning it to others; and (12) playing "eyes-up" games with others.

Progressive Designs

What specific skills emphases and group formations can be used to help in the development of these concepts? The following guide is suggested.

One Ball for Each Child

Emphases

1. Experimentation of all skills involving the use of the feet and ball.
2. Awareness and practice of space needed for skills practice.
3. Practice of use of total body as it controls the feet and body (balance, coordination, strength, agility, etc.).

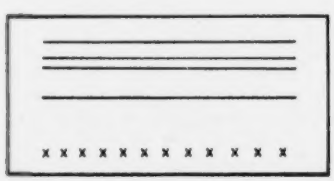


Figure 1.

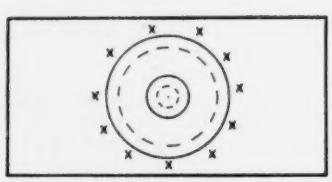


Figure 2.

Practices

1. Free formation–children scattered around play area allowing use of space for exploration.
2. Structured formation

a. Single line (Figure 1): Children moving the ball to a prescribed line; change distance of lines; allow for moving to and returning from the lines.
b. Circle (Figure 2): Children moving the ball to center circle; change diameter of outside and inside circles; allow for moving to and returning from inside circle.

One Ball for Two Children

Emphases

1. Continued emphasis on exploration of skills in handling the ball, feet, and body in relation to a partner.
2. Awareness of use of partner, sharing the ball with a partner, playing with and against the partner for development of small group awareness.
3. Awareness and practice of spatial relationships created by other partners in the play area.

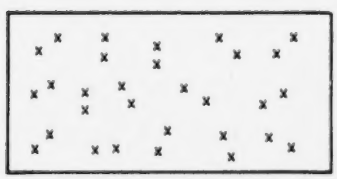


Figure 3.

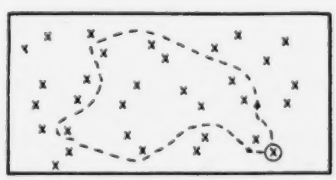


Figure 4.

Practices

1. Free formation
   a. Figure 3: Partners scattered around the play area allowing for maximum use of space for experimentation, using partners as a goal, post, or boundary.
   b. Exploring possibilities of keeping the ball away from your partner.
   c. Figure 4: Using your partner as a home base, moving through spaces created by other partners in the play area.
2. Structured formations
   a. Double line, partners facing. Figure 5: Children taking turns "tripping" around partner and returning home, changing distances between partners and continuing the "trip" idea.
   b. Double circle, partners facing. Figure 6: Same as 2a above.
   c. Double line, partners facing with goals established. Figure 7: Children take turns moving the ball past the partner and getting it to a goal (keep-away).

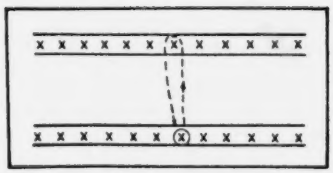
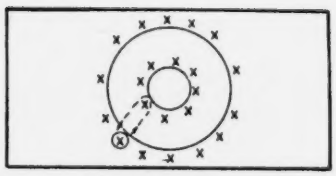


Figure 5.



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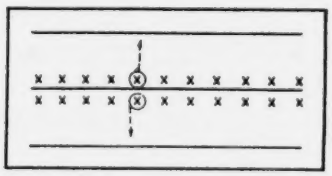

Figure 7.

One Ball for Three Children

Emphases

1. Continued emphasis on handling ball, feet, and body using two partners.
2. Awareness and practice of sharing the ball with and against two others.
3. Development od dodging others in a small group.
4. Development of simple games in small groups.

Practices

1. Free formation
   a. Figure 8: Groups of three scattered around the play area moving freely in small groups using partners as posts, goals, or boundaries.
   b. Moving around large space as a small group relating to other small moving groups.

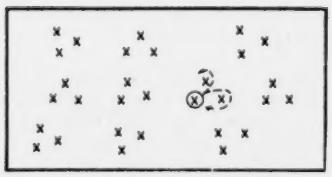

Figure 8.

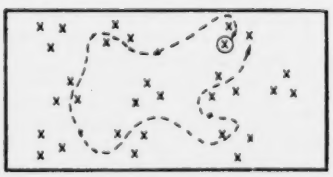

Figure 9.

c. Figure 9: Using two partners as home base but moving through spaces created by others in the play area.
d. Exploring different possibilities of "tagging" your moving partners with the ball.
e. Exploring possibilities of keeping the ball away from two partners.
f. In groups of three, keep the ball away from one of the partners (two against one).

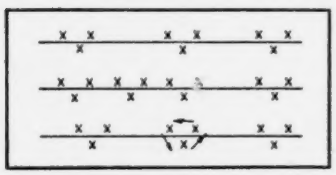

Figure 10.

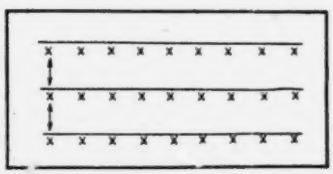

Figure 11.

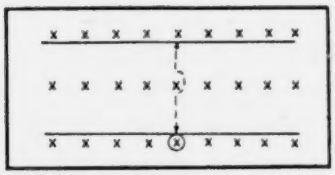

Figure 12.

2. Structured formations
   a. Figure 10: In lines of three, moving the ball from one partner to the other as effectively as possible.
   b. Figure 11: In lines of three, moving the ball effectively from one to another and back again.
   c. Figure 12: In lines of three, keeping the ball from the person in the middle.
   d. Trying to tag the person in the middle with the ball.

One Ball for Four Children

Emphases
1. Playing with a partner and against another couple.
2. Developing a sense of "asking" for the ball by placing oneself in an advantageous position.
3. Developing a sense of short and long, hard and soft moves with the ball.
4. Awareness of winning and losing the ball.

Practices

1. Free formations
   a. Figure 13: Groups scattered around play area, creating spaces for all to exchange the ball freely while constantly moving in a small area.
   b. Figure 14: Groups scattered freely around the space while two from each group move around the large area and exchange the ball.

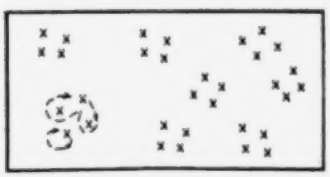

Figure 13.

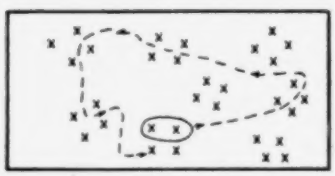

Figure 14.

2. Structured formations
   a. Figure 15: Partners side by side keeping the ball away from opponents and moving the ball to a goal.
   b. Figure 16: Same as 2a, only partners are one in back of the other.

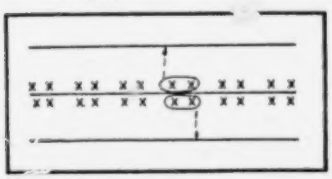

Figure 15.

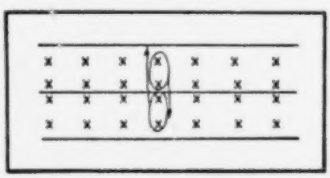

Figure 16.

   c. Figure 17: Same as 2b, only moving longer distances by playing the length of a play area; emphasis on remaining in their own narrow-long space.

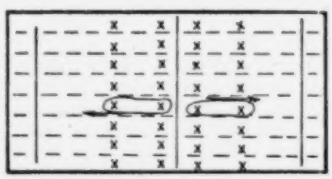

Figure 17.

One Ball for Six Children

Emphases

1. Same as "One Ball for Four Children."
2. Continued emphasis on sharing the ball with two partners and against three partners.
3. Advanced emphasis on developing a sense of wise use of the space necessary for the small group to move in relation to other moving groups.

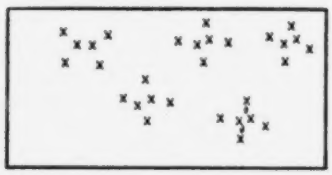

Figure 18.

Practices

1. Free formations
   a. Review those suggested for "One Ball for Four Children."
   b. Figure 18: Small circles of four on the outside and two in the center concentrating on "tagging" the center people with the ball (dodge ball).
2. Structured formations
   a. Figure 19: Review those suggested for "One Ball for Four Children" using two partners side by side and one in back.
   b. Figure 20: Large circle with two from every six in center; emphasis on "tagging" the center people *from own group* with the ball; pinnies help in this game.
   c. Simple relays of skills with six in a line or three and three in shuttle formation.

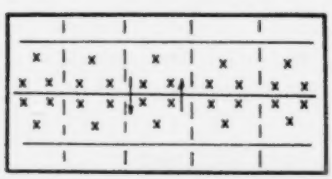

Figure 19.

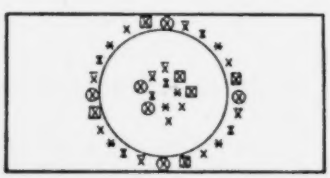

Figure 20.

One Ball for Eight Children

Emphases
1. Same as suggested in "One Ball for Six Children."
2. Continue development of team sense.

Practices
1. Free formations
   a. Figure 21: Develop sense of playing with more people in front and fewer in back; moving the ball as a group to a defined goal.
   b. Adapt relays, circles, and team games from six to eight children playing *together* and *against* each other.

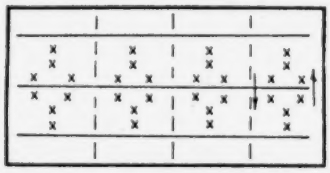

Figure 21.

Two Balls for Total Class (30)

Emphases
1. Same as suggested for "One Ball for Six Children."
2. Continued sense of partnership.

Practices
1. Free formations—Used only as review of skills.
2. Structured formations—Same as previous suggestions; more active relays and team-against-team practices.

One Ball for Total Class (Use only once or twice per unit.)

Emphases
1. Understanding of limited activity.
2. Understanding of limited space and practice of skills.
3. Large responsibility of taking turns.
4. Continued sense of backing up players, sharing with neighbors, and keeping away from opponents.

Figure 22.

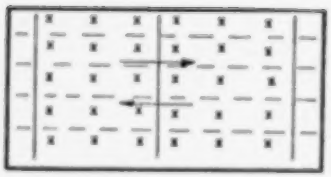

Figure 23.

Practices

1. Free formation–Figure 22: One person against total class which is scattered around the area; one tries to move from one end of play through many spaces to get to his goal; if he loses the ball to someone, that person tries to move it to his goal.
2. Structured formation–Figure 23: One team against the other (keep-away); class stationed in lines and alleys.

Summary

Allow individuals in each class to progress from working alone to working with one, two, and more partners as they are ready for this experience. Allow game sense to be experienced in the lower elementary grades after sufficient success, satisfaction, and skills development dictate this change. Help children adapt to the change from individualized activity to group activity gradually, just as we, as teachers, adapt our teaching formations, techniques, methods, and ideas to meet the situations of each class.

For the development of an exciting, stimulating, and effective progression of soccer responses, play sense and imaginative and creative individualized responses, experiment with some of the suggested ideas and stylize them in your own way to meet your own goals as well as the goals of your children.

Formations for Kicks

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Assuming the proper team formation for a kick often results in making a score or, at least, in gaining some advantage in the game. It is, therefore, an extremely important part of team strategy. The figures which follow show these formations. In each figure, B denotes the ball. Arrows show the direction in which the teams are proceeding, and the players also face the direction they are going.

Penalty-Kick

All players, except the one taking the kick and the defending goalie, must be outside of the penalty area and in the field of play until after the ball is kicked. The ball is placed on the penalty-kick mark. The goalie may stand on the goal line. If a penalty goal is not scored directly from this attempt, the ball is in play; players may move inside the circle as soon as the ball is kicked. Any player may take the penalty-kick. Note the position of the forward line of the defensive team – they are downfield somewhat and are spread out the width of the field while waiting to receive the ball from their backs.

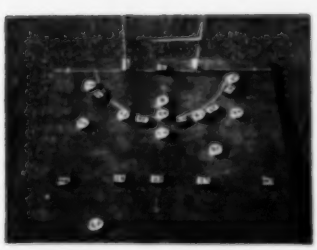

Figure 1. Penalty Kick

Figure 2. Defense Kick

Defense-Kick

For the defense-kick the ball is placed anywhere on the circle, and it is kicked by one of the fullbacks or the goalkeeper. The rules do not prevent another player from taking this kick, but strategy-wise the fullback is a more logical choice. An attempt should be made to lift the ball on the kick so that it may be sent over the heads of the opponents' forward line players who will be playing defensively as the kick is taken.

Free Kick

The free kick is taken on the spot where the foul or infringement occurred; the fullbacks or halfbacks usually take this kick. Notice that in Figure 3 the opposing forward line stands even with the ball. This should be done with beginners for two reasons: (1) The number of defensive players is reduced, making the play more open; (2) the forward line should learn to avoid playing defensively in the first stages of learning. After the players have a grasp on strategy and are over the stage of crowding on the ball, forwards can be moved to cover their opposing forwards by standing between them and the ball for this kick.

Corner-Kick

On a corner-kick, the ball is placed on the corner-kick mark, five yards in from the corner. It is customary for the wing to take this kick, although the rules do not dictate who must take it. Note that the attacking team is allowed to be within the circle in lining up for the corner-kick. This is contrary to the rules of field hockey. The

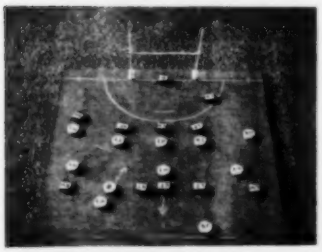

Figure 3. Free Kick

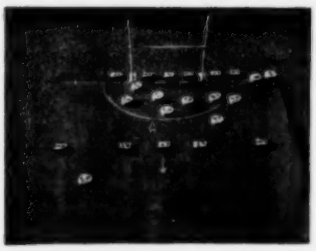

Figure 4. Corner Kick

wing should try to send the ball directly in front of the goal, and her teammates should rush the goal immediately. Aggressive forwards can often score from a corner-kick. The corner should be one of the most avoided of all kicks because of the inherent probability of scoring. Notice that the defensive line is, once again, out of the actual play.

Kick-In for Beginners

The team formation in Figure 5 shows the defensive forward line even with the ball so that they are not in a position to play defensively. This is a desirable point to make with beginning players, who seldom can discipline themselves to leave defensive play to the backs. In the first days of full field play it is often difficult and time-consuming to specifically outline where players should be on each kick-in and free kick; using the blanket rule that defensive forwards line up even with the ball on these plays gives more definiteness as to proper positions, and it speeds up play.

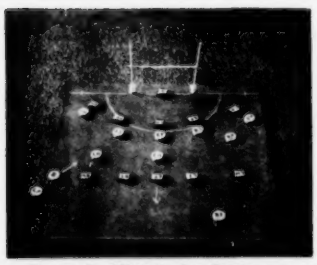

Figure 5. Kick-in for Beginners

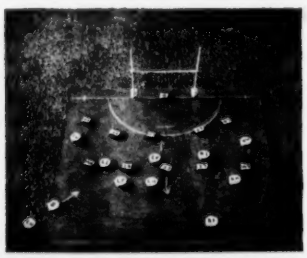

Figure 6. Kick-in for Advanced Players

Kick-In for Advanced Players

Figure 6 shows the defensive forwards in a position to play defensively on the kick-in. The same arrangement could be used for the free kick. The player taking the kick-in should try to kick the ball into the air so that it clears the heads of as many players as possible. If it is on the ground, it will be intercepted with little

For all of these kicks a place-kick is the type of kick used. Any number of steps may be taken preceding the kick, and all players must be five yards away from the player taking the kick.

The rules should be consulted for the specific instances when all of the foregoing kicks are taken.

To be awarded one of these kicks is considered an advantage. Teach players to capitalize on gaining this advantage through proper team formations which result in more systematic and effective team play.

Training Aggressive Goalkeepers

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Aggressiveness is an important quality in a goalkeeper. Having the courage to attack oncoming balls is essential to the goalie while performing her primary function of preventing goals from being scored. Even the skills used to stop balls, such as kicking, catching, fisting, tipping, and diving require forcefulness and self-assertion.

A courageous goalkeeper is developed through daily practice of drills aimed at increasing her self-confidence as a result of improved speed, endurance, judgment, and poise in playing balls. In addition to practice, the beginning goalie may acquire courage and confidence more rapidly through using additional protective equipment. An old mattress or tumbling mat plus knee and elbow guards may be utilized when diving stops are made. A pair of baseball sliding pads and a softball catcher's chest protector may aid in giving the beginner assurance.

Drills

The nine drills described below may be used to train the goalkeeper to be aggressive while preventing the scoring of goals.

1. From the penalty-kick mark a player tosses balls at the goalie, aiming for various parts of the body from the shoulders to the feet. The goalkeeper should be given sufficient time to stop each ball and to recover before the next ball is thrown.
2. A player standing above five yards in front of the goal rolls balls at the goalkeeper. The first balls may be rolled directly to the goalie while later balls are rolled to either side of the goal. The speed of the ball may be increased gradually.
3. For angle shots, have a player stand about ten yards in front of the goal and throw high balls towards the goal. The balls may be aimed directly over the goalkeeper's head and to the upper corners of the goal. This drill may be varied by having the goalie stand with her back to the playing field. As the thrower tosses the ball, she calls right or left to indicate the side towards which she has aimed. The goalie turns, locates, and stops the ball.
4. Position two throwers 15 yards apart on each side of the penalty area. Alternating shots, the players aim for the four corners of the

5. Players, from ten yards out, throw balls to the lower corners of the goal so the goalie can practice diving to prevent a goal being scored.
6. From the penalty-kick mark, a player kicks balls to the goalie. The first balls should be kicked directly to her before being aimed at the corners and sides of the goal.
7. Players with balls are positioned in a semicircle in front of the goal. Each player is assigned a number and when her number is called, she kicks for the goal. The numbers may be called consecutively or at random.
8. Five balls are placed ten feet apart in a line paralleling the end line ten yards in front of the goal. One player moves down the line, kicking consecutive balls at the goal as rapidly as possible.
9. Three players advance the ball toward the goal by dribbling and passing until they are within shooting range; then any one of the three attempts a goal shot. Alternate the person kicking so the goalkeeper will not know which one will shoot. Progress to a forward line advancing the ball with the goalie on defense.

The drills suggested above may be varied by having the kicker or thrower alter the speed, distance, and starting position of goal shots or the time between balls, and by having the goalie alternate the techniques used to stop balls. Regardless of the drill used, successful goal tending is dependent upon the aggressive spirit developed through daily practice.

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Create Interest Through Tournament Charts

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Charleston, Illinois

Do you dread making tournament charts? Do you find yourself putting up a sheet of paper with the team or individual names on it and calling it your tournament chart? Too many of us do this, but there is a way to make an interesting chart which could be used from year to year and for several different activities. With some playwood, paint, construction paper, and a little bit of spare time you can make tournament charts which are colorful, attractive, and above all, very useful.

How To Make the Three-in-One Tournament Chart (Figure 1)

1. Cut a large circle out of quarter-inch plywood.
2. Drill several holes from near the center to the edge of the board.
3. Drill two holes for the goal and three holes in the goal.
4. Cut quarter-inch dowel into pegs one inch in length.
5. Cut eighth-inch dowel into five inch pieces for the goal posts.
6. Glue cheesecloth on the goal posts for the goal cages.
7. Paint the board and contrasting strips with enamel.
8. Paint all pegs. Each strip of pegs in a different color so that in Figure 1 there are eight different colors of pegs. Goal posts are painted the same color as the pegs.
9. Place one peg in the small center circle to indicate the color of the strip.

Ways To Use the Board

1. Remove all but one peg from each strip. For each point that is scored in the game, move the peg one hole toward the goal. If a team succeeds in getting enough points to place the peg in the goal then that team may start another peg. The winner of the tournament is the team advancing the most pegs.
2. Place as many pegs on the board as there are games to be played by each team. Each time a team wins they remove their peg from the board and replace it with the peg of the team defeated. The team with the greatest number of their opponents' pegs is the

3. Each team starts with a peg at the center of its strip. With each victory move two holes toward the goal; with each tie move one hole toward the goal; and with each defeat move back one hole. The team that advances its peg closest to the goal wins the tournament.

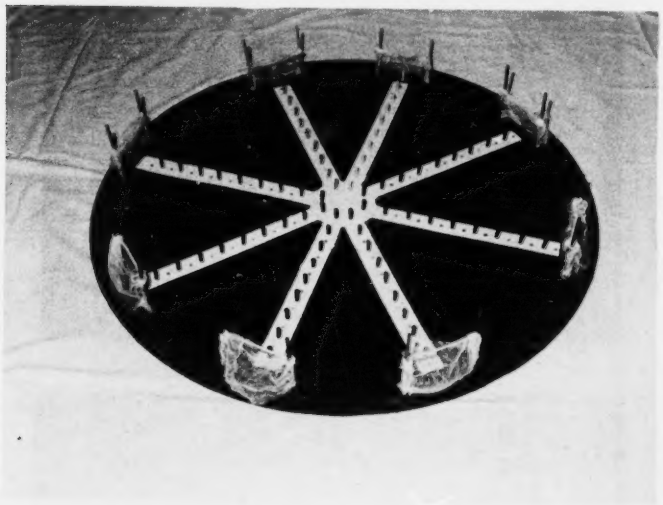


Figure 1. Three-in-one Tournament Chart

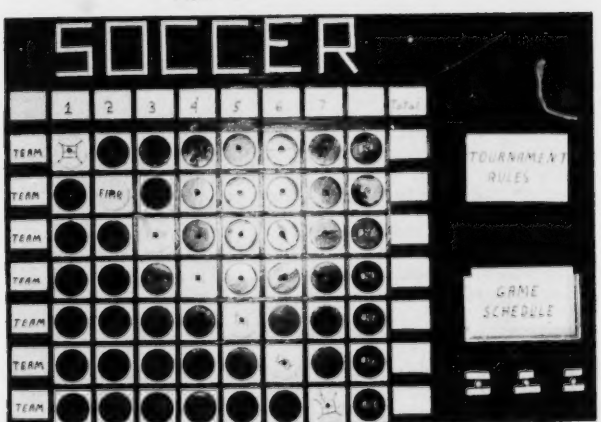
Materials Used for Tournament Time

1. Quarter-inch plywood cut into a large circle
2. Half-inch dowel
3. Poster board for hands and numbers
4. Various colors of enamel

Use of the Board

There are 12 hands on the clock, and they are painted six different colors, with two hands of each color. The hands of the same color indicate the teams playing one another. For example, Figure 2 shows the Red hands pointing to the numbers 1 and 5, so those two teams play one another. Cards (3x5) are placed on the numbers

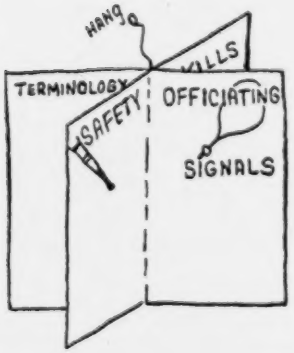
Figure 2. Tournament Time



This chart, made completely out of plywood can be used for a round robin tournament. The circular discs in each square are slipped on and off over small screws. The light diagonal discs say "Fair Play All the Way."

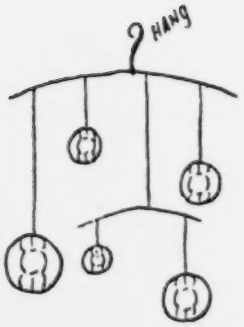
ADD COLOR TO YOUR SOCCER DISPLAYS

Florence D. Grebner
Glenbard East H.S.
Lombard, Illinois



Suggestions for other sides:
- Rules
- Offensive Hints
- Defensive Hints
- Position Play

Eight skills may be used:
- Dribble, Kickoff
- Pass, Fielding
- Block, Tackling
- Volley, Marking



Questions on one side,
Answers on other.

Ex.
(1) To field an aerial ball. BLOCK
(2) To carry ball with feet. DRIBBLE
(3) Name of middle line. HALFBACKS
(4) Number of players on team. 11
(5) Name of back line. FULLBACKS

SOCCER

Evalution and Officiating

Self-Testing Activities

Compiled by SOCCER COMMITTEE

Dribble and Kick for Goal

Lay out a lane six feet wide and 30 feet long. At the end of the lane establish a scoring line marked off in five areas; each three feet wide: Fifteen feet in front of scoring line draw a kicking line. The player dribbles down the lane, and before crossing the kicking line kicks the ball across the scoring line, trying to make it go through the scoring area. Points are awarded as indicated on the diagram. Three tries are given player and her score is the total points that she gained.

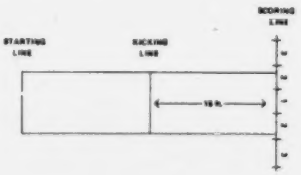


Figure 1

Kick for Distance

Establish a base line. Place the ball on this line. Participant is allowed a run before the kick. Measure from the baseline to point where the ball first hits the ground. Three trials are allowed, the best distance scoring.

Kick for Distance

The ball may be kicked with either foot. It is rolled by another player. For every kick of 20 yards or more taken, a score of 2 points is made and for each kick less than 20 yards, one point is made.

Place Kick for Goal

Ball is placed on a three-foot starting line, 12 yards from the goal (distance of penalty kick). The player runs and kicks. Each player is

given three trials and her score is the total of her points. Ball goes into goal without bouncing – five points, with one bounce – three points, with more than one bounce – one point.

Dribble and Kick for Goal

Girl stands on 50-yard line even with right goal posts. She dribbles toward goal and kicks for goal from inside the striking circle. Ball should stay within six feet in front of girl on dribble – two trials. Scoring – time from starting to ball crossing goal line.

Trapping with the Leg

A thrower stands 15 feet in front of player and rolls the ball on the ground to the player. The player must stop the ball dead with a leg trip to receive credit for the trap. She is given three tries and her score is the number of successful traps.

Dribble for Speed and Accuracy

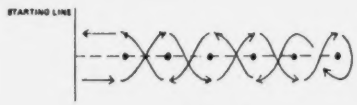


Figure 2

Ball is placed on starting line. At starting whistle, the performer dribbles to the right of the first marker, to the left of the second, and continues to weave between markers. Player can be timed with a stop watch. If a point system is desired the following method may be used. At the starting whistle, the player weaves in and out of the markers. At the end of 30 seconds the whistle is blown and the performer stops wherever she is.

Scoring:

Passing 1st club going	1 point
Passing 2nd club going	2 points
Passing 3rd club going	3 points
Passing 4th club going	4 points
Passing 5th club going	5 points
Passing 4th club returning	6 points
Passing 3rd club returning	7 points
Passing 2nd club returning	8 points
Passing 1st club returning	9 points
Crossing starting line	10 points

Self-testing activities are valuable in classes for many reasons. They can be used as class drills, as skill tests and even more profitably as personal challenge and encouragement for the girls as they test their own skill.

Self-Testing in Soccer Skills

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In many teaching situations, the number of playing fields is limited, but often fringe area is available. While some students will practice diligently when not in the actual game, many players will not. They will, instead, only watch the play of others. Although for them this is good, related entertainment, this practice results in little or no improvement in playing ability. In order to promote actual physical practice on the part of players not participating in the game, some objectives for skill development must be designated and made important to those players.

Arranging a skills chart which includes levels of achievement for various basic skills and counting the final scores as a part of the skills grade may be used as one method for motivating practice in the essential skills of the game. The reader will recognize this approach to be similar in theory to that of programmed learning.

The skills chart should include a variety of skills which are the more important skills of the game and should provide two or three levels of attainment. Some of the levels suggested for the following skills were theoretically established and should be modified for various age groups.

Dribble[1]

Level I	Dribble 50 yards in 16 seconds with a minimum of 14 foot contacts.
Level II	Dribble 50 yards in 14 seconds with a minimum of 12 foot contacts.
Level III	Dribble 50 yards in 12 seconds with a minimum of 10 foot contacts.

Pass

While running at a job, dribble and pass at five Indian clubs, attempting to knock them down in numerical order (Figure 1) while making each pass from outside the proper restraining line. (A player may knock down 1, miss 2, knock down 3, 4, and 5. A player may not knock down 1, 5, and then 2.) The jog may be considered to be

[1] Based upon the dribble test suggested by Charlotte West in the article, "Skill Testing in Soccer," in this *Guide*, page 68.

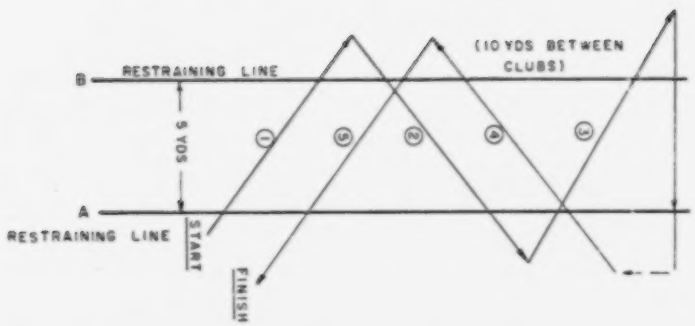


Figure 1. Diagram for passing practice

approximately 4/4 time in moderate tempo. The player makes a pass at the first Indian club, crosses restraining line A, and recovers the ball, dribbles if necessary, makes a pass at the second Indian club from behind restraining line B, continues to the third club, at which point he attempts to knock it down, recover his pass, reverse directions, and start back with a pass at the fourth Indian club from behind restraining line A.

Level I — While running at a jog, knock down 3 out of 5 Indian clubs

Level II — While running at a jog, knock down 4 out of 5 Indian clubs

Level III — While running at a jog, knock down 5 out of 5 Indian clubs.

Tackle

Level I — Break up 2 out of 5 attempts by an opponent to dribble and dodge within a 10-yard wide lane

Level II — Break up 4 out of 5 attempts by an opponent to dribble and dodge within a 10-yard wide lane

Level III — Break up 4 out of 5 attempts by an opponent to dribble and dodge within a 10-yard wide lane; gain and maintain control of at least 2 within the 10-yard wide lane.

Place Kick

Level I — Kick the ball off the ground 15 yards ahead with 10-yard maximum lateral deviation
(A) 3 out of 5 (B) 4 out of 5 (C) 5 out of 5

Level II Kick 20 yards with 10-yard maximum lateral deviation
(a) 3 out of 5 (B) 4 out of 5 (C) 5 out of 5

Level III Kick 25 yards with 10-yard maximum lateral deviation
(A) 3 out of 5 (B) 4 out of 5 (C) 5 out of 5.

Dodge

Level I Dodge an opponent, keep within a 10-yard lane, and retain possession of the ball.
(A) 2 out of 5 (B) 3 out of 5 (C) 4 out of 5

Level II Dodge an opponent, keep within a 5-yard lane, and retain possession of the ball
(A) 2 out of 5 (B) 3 out of 5.

Shoot for Goal

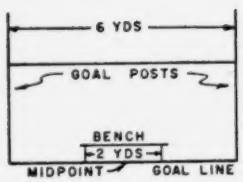
A bench two yards long is placed between two goal posts or uprights which are six yards apart. (Indian clubs placed six yards apart may be used for the uprights. Indian clubs may also be placed two yards apart and used instead of the bench.) It is probably more game-like, however, if the uprights resemble goal posts.

For the first practice in goal shooting, the bench is centered between the goal posts (Figure 2). For the second and third practices, the bench is placed one yard to the left of center and one yard to the right of center, respectively (Figures 3 and 4).

The player starts at approximately 15 yards away from the goal, dribbles in to a line five yards from the goal, and shoots for goal. The player may take no more than one step within or on the five-yard line before shooting for goal.

Level I With the bench centered (Figure 2), the player shoots for goal attempting to score
(A) 4 out of 5 kicking with the right foot from the center of the goal
(1) to the left side of the bench
(2) to the right side of the bench
(B) 4 out of 5 kicking with the left foot from the center of the goal
(1) to the right side of the bench
(2) to the left side of the bench

Level II With the bench placed so that the right leg is at the center of the goal (Figure 3), the player shoots for goal attempting to score



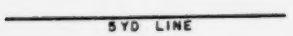
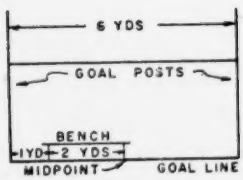
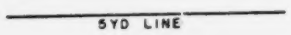


Figure 2.





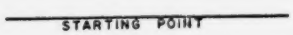
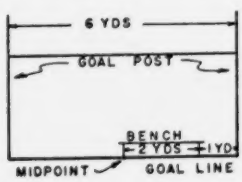
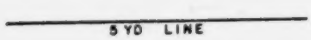


Figure 3.





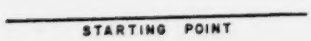


Figure 4.

(A) 4 out of 5 kicking with the right foot from the right of center of the goal to the left of the bench
(B) 4 out of 5 kicking with the right foot from the right of center of the goal to the right of the bench

Level III With the bench placed so that the left leg is at the center of the goal (Figure 4), the player shoots for goal attempting to score
(A) 4 out of 5 kicking with the left foot from the left of center of the goal to the right of the bench
(B) 4 out of 5 kicking with the left foot from the left of center of the goal to the left of the bench.

As mentioned previously, the skills and some of the levels of attainment suggested here were theoretically derived. It is probable that some of the distances suggested are not practical. For example, it may be necessary to increase the distance between the restraining lines in the pass test or to reduce the width of the lanes on the tackle test. It might be necessary, also, to decrease the time or to increase the number of foot contacts in the dribble test. The teacher of soccer should experiment with the skills and levels in order to refine and improve them, to make them more practical and economical for use with large groups, and to adapt them to the level of ability for her specific group.

Skill Testing in Soccer

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The usefulness of tests to facilitate instruction in sports skills is unquestionable. The multitude of purposes fulfilled through the wise use of tests directs attention to the importance of careful consideration in the selection of tests. No one test can be labeled "good" or "poor" unless it is so labeled in relation to a defined purpose. The test either satisfies or fails to satisfy the purpose of the user and can only be evaluated in light of the purpose it is to fulfill.

A teacher of soccer will undoubtedly recognize the numerous functions that tests can perform. Equating teams, improving the methods of grading skill, and providing objective evidence of progress for both the teacher and student are, for example, some of the more common uses of tests. Tests which are diagnostic in nature can also provide helpful data by giving direction to ensuing teaching and practice periods. Still other tests may be used for quick classification devices, motivation, or simply for further directing the student's attention to all components necessary for successful execution of a skill. No single soccer test would likely fulfill all of the possible purposes.

Choosing Appropriate Tests

Ideally, there should be a large repertoire of tests from which the potential test user could choose. Once the intended purpose of a test was established, the test selector would go through a process involving test rejection rather than test selection, i.e., discarding tests not suitable for the specific purpose. The number of published soccer skill tests, however, is relatively few (see references), and the test selector will not have a collection of tests from which to choose. In order to obtain a truly valid test, she will often find herself in the role of a "test constructor." Too often this task appears awesome, and an individual will stop at this stage of planning. The task of constructing a skill test can be a worthwhile and rewarding experience which is within the capacity of most trained physical educators. The test constructor must possess certain skills in order to ensure intelligent test construction. Knowledge of the sport is essential! A basic understanding of test objectivity, reliability, validity, and their interrelatedness is also important. If a test is used

to maximally differentiate levels of skill, the question of reliability and validity becomes paramount. A low level of reliability could not be tolerated. If, however, the purpose of the test is to classify a large group of students into two instructional units with possible exchange between groups during instruction, a lower level of reliability is readily accepted with concern in test selection directed instead to factors such as economy of time and effort in administration.

Constructing and Modifying Tests

Currently used soccer tests can often be easily modified to better suit the needs of the teacher. A test such as the Bontz soccer combination of skills test[1] may, for example, be considered too time-consuming, since it requires two practice and eight actual trials to differentiate individual performance reliably. A reduction in the number of test trials may well produce acceptable reliability for group differentiation. Another example of test modification is illustrated with a kicking-for-distance test.[2] The purpose of the original test was to measure kicking ability for distance with a liberal degree of accuracy. In many projectile skills, both accuracy and force are desirable products. The two factors are independent in that success or failure in one phase in no way guarantees success or failure in the other. If the teacher wishes to measure both aspects of the kicking skill without additional time, space, or effort, a revision of the original target (Figure 1) would make this possible, as shown in Figure 2. With this suggested revision, the teacher can also better diagnose student errors. Players who consistently kick right of the desired line of flight (are A) can be identified through simple scoring symbols such as BR and CR, R indicating the direction of deviation (right) and B or C indicating the degree of deviation. These players, as well as those who have other common errors, can be then grouped for special instruction. Consideration of this additional test element through use of the revised target may increase the reliability of the test. If the purpose of the test is to measure accuracy as well as force, the test will also possess greater content validity.

For measuring the ability to dribble with control, which is a very important skill in the game, an obstacle course is often arranged,[3] and the student is timed from the start to the finish. It is question-

[1] Bontz, Jean. *An Experiment in the Construction of a Test for Measuring Ability in Some of the Fundamental Skills Used by Fifth and Sixth Grade Children in Soccer.* Unpublished master's thesis, State University of Iowa, Iowa City, 1942.

[2] Barrow, Harold M., and McGee, Rosemary. *A Practical Approach to Measurement in Physical Education.* Philadelphia, Pa.: Lea & Febiger, 1964.

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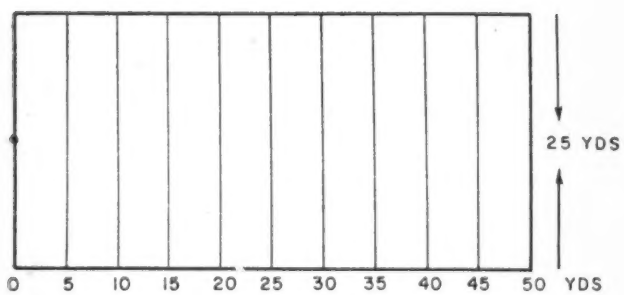

Figure 1. Original Target

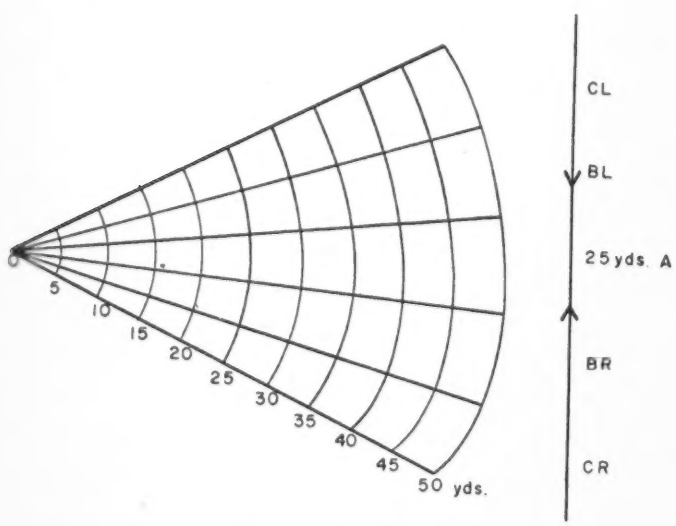

Figure 2. Revised Target

able whether or not this procedure is gamelike and conducive to good team play. Rather than dodging every opponent (obstacle), a player should be encouraged instead to pass. A player should keep the ball in a controlled, rapid dribble when *not* marked. The

number to indicate the team's standing.

obstacles are used for the purpose of necessitating control which would not be required if the student were asked to dribble for time in an open, unobstructed area. In the latter situation, a "kick and chase," although undesirable game action, would ensure better test scores. Perhaps a more game-like approach in the estimation of the ability to dribble rapidly and with control would consist of setting a minimum distance of between 20 and 35 yards and timing the student from start to finish. A prescribed number of foot contacts with the ball within the set minimum distance would be necessary for completing the trial. This procedure would elicit desirable action for good play. A subject could not sacrifice speed for accuracy and vice versa without a concurrent loss of score. The individual who chooses to dribble very cautiously would have many more foot contacts than would be necessary before crossing the finish line, and the dribbler who controls the ball too loosely would have to cover a distance greater than necessary before making the minimum number of foot contacts.

The suggested test modifications described herein illustrate the type of experimentation which teachers of soccer could usefully conduct. Only through continued efforts in the construction and improvement of skill tests can a sufficient number of soccer tests, from which the teacher can wisely select the most suitable test for her specific purpose, be made available. The proposed tests as well as the tests reported in measurement textbooks should be continually reexamined and reevaluated.

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small screws. The light diagonal discs say "Fair Play All the Way."

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Soccer Skill Test

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Purpose

To measure present skills in soccer and to provide a classification and playing ability status.

Sex and Age Level

High school boys and girls, college men and women, and varsity players.

Test Items and Equipment

Obstacle Run. An area 44 yards long and approximately 20 yards wide, one stopwatch, one regulation soccer goal, individual scorecards, and one soccer ball (three preferable) are needed.

Accuracy Kick. Two lines six yards long run parallel to the goal line, one 11 yards and one 12 yards from the goal line. Eight chalked lines are marked perpendicular to the goal line; one on either side of the goal post, one drawn from each of the goal posts, and four marked between the goal posts. These division lines should be three yards long and three feet six inches apart. It is suggested that ropes or cords be tied to the crossbar, stretched to the ground, and fastened with pegs along the goal line at the designated scoring areas. The scoring for the accuracy-kick areas should be chalked on the ground in 1-3-2-1-2-3-1 order (see figure) with the highest point value nearest the goal posts and the lower value in the center scoring area. Additional markings may be used to facilitate accuracy in scoring by using oil cloth squares with the point value of each division marked on them. These squares should be attached to the crossbar and hung between each of the divisions. The same soccer ball is used throughout the test.

Leadership

Obstacle Run. One person acts as the starter (rolls ball to subject for attempted trap). One person is located at the six-yard accuracy-kick line to indicate to the timer the moment the ball is kicked by the subject (lowering or raising the arm may be used as the signal) and to record both phases of the test. Four people (class members)

volley, block, or trap to be used, and the squad leader may adjust the level and speed of the ball that she throws.)

a. Use a volley to return the ball to the squad leader, using the knee volley and the shoulder volley, and head the ball.
b. Block the ball with the various areas of the body, control it, and kick a ground ball to the squad leader.
c. Trap the ball (using the knee and/or foot), convert it to an aerial ball, and pass it to the squad leader.

Each time that a member of the squad correctly completes a skill that number is counted; the first squad to get a total of ten is the winner.

2. Line formation:

X_1 X_2 X_3 X X

X_1 stands five yards from a line behind which the squad is lined up. She rolls the ball to each girl in turn, who converts the ball to herself. After the conversion using the one foot kick-up, the ball is passed to the last girl in the line, who is running to the right of the line. Various passes are to be used in order that the squad may practice them: the chest pass, the hook pass, the one-hand shoulder pass, etc. X_1 moves to X_2's position, X_2 moves back one position, X_3 becomes X_1. After each girl legally converts five balls, she moves on to the next station. Here X_1 rolls a ball to X_2, who attempts to raise the ball into the air to the squad leader (X_1). X_2 scores a point if she is able to raise the ball to X_1 so that she can play it as an aerial ball without moving more than one step in any direction. She (X_2) then goes to the end of the line. After a girl is able to kick five legal kick-ups to X_1 she moves to the third station. Here she is timed for 30 seconds to see how many legal two-legged (footed) kicks she is able to execute in the allotted time. These may be used as warm-ups each day, placing emphasis on various skills in order that the girls do not become bored with skill drills, yet get the necessary practice.

3. Using groups of two or three, start the girls about 25 yards from the line and set definite patterns of play for them to follow as they move toward the goal. For example, the dribble, drive, lift, conversion, juggle, and pass may be combined. As the group nears the penalty-kick mark, the person with the ball is to attempt a drop-kick. Then have the group set themselves up for a drop-kick, a field goal, or a touchdown.
4. After the girls have practiced without the opposing defense add three halfbacks and a goalie. One point is given if a score is made *against* the defense, a point *for* the defense if there is no score.

X_1 X_2 X_3

Have two teams, with five or more players in file formation three yards apart. X_1 of each team has a speedball on the ground in front of her. All players face the front of the line.

are to be stationed as obstacles at the four designated spots on the obstacle course.

Accuracy Kick. One person (a student may be used) indicates the point value of the accuracy kick. There are two ball chasers (students).

Time Requirements and Number That Can Be Tested

Approximately 45 subjects may complete the test (one trial) during a 50 minute period. It is suggested that two testing stations be used if goal posts and necessary areas are available, one station on each half of the playing field.

Space Planning

This test may be organized on a regular soccer field. If a regular field is not available, an area 44 yards long and approximately 20 feet wide with regulation goal posts may be used. See figure for the suggested layout for the testing.

Demonstration of Test

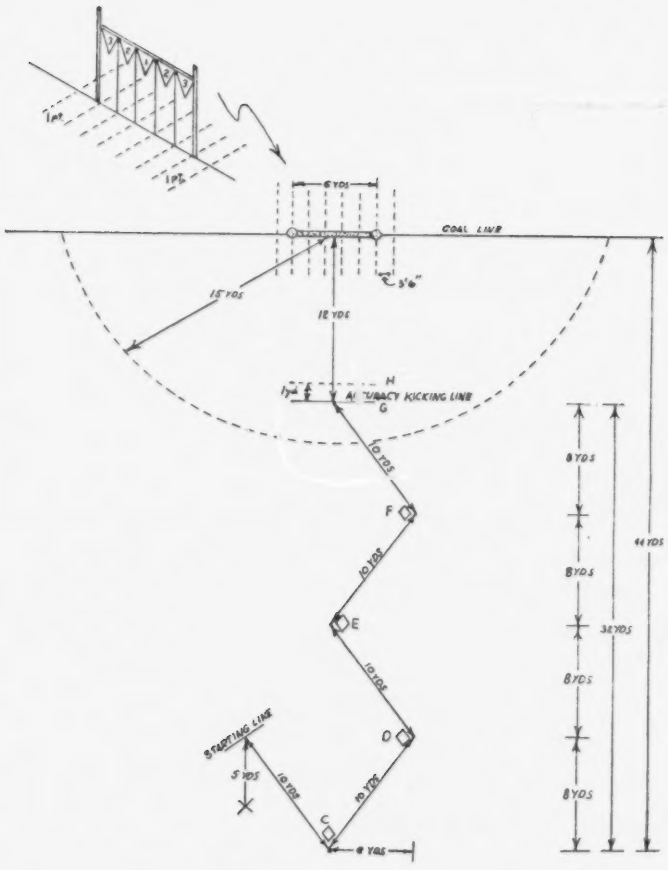
It is suggested that the skills used during the test, trapping, dribbling, and kicking be demonstrated prior to the actual testing. The entire test should be demonstrated for the subjects to be tested.

Instructions To Be Read To Subjects

The purpose of these tests is to measure your ability to trap, your speed and agility in dribbling, and your accuracy in kicking a soccer ball. As you get in position to begin your test the leader will indicate to you whether you are to aim at the right or the left of the scoring area when attempting your accuracy kick. Stand behind the starting line. The leader will roll the ball to you, and the instant the ball reaches the starting line you are to trap the ball and start your dribble around the obstacle course. *The ball must be in a stationary position behind the starting line before you may start your obstacle path even though time will be recorded the instant you make contact with the ball.* If you should lose control of the ball while dribbling, regain control and continue following the correct path of the course. You are to continue dribbling as fast as you can until you reach the accuracy-kick line. Upon crossing the accuracy-kick line and before you reach the chalked line one yard parallel to the kick line, attempt to kick the ball between the goal posts, under the crossbar, and toward the direction indicated to you prior to the starting of your test (either to the right or left of the center of the

X On the signal "Go," X_1 pivots a half turn and juggles, then
X passes to X_2. X_2 pivots, juggles, moving to her left then passes to X_3, and so on down the line. When the last girl gets the ball, she turns and passes the ball in the reverse direction. The line in which the ball reaches X_1 first wins.

5. Kicking and catching relay: Teams are divided into two groups facing one another, 30 yards apart. The ball is punted back and forth in zigzag fashion until all have punted. If the punt is not caught, the player receiving must dribble back to her position at the restraining line and kick-up to herself before punting the ball in the return kick.


1 pt.
1 pt.
6 YDS
GOAL LINE
15 YDS
3'6"
18 YDS
ACCURACY KICKING LINE
10 YDS
F
10 YDS
E
10 YDS
D
STARTING LINE
5 YDS
10 YDS
10 YDS
C
8 YDS
8 YDS
32 YDS
8 YDS
44 YDS

scoring area). Your time score is recorded from the time you first make contact with the ball on the starting line until you have crossed the accuracy-kick line. Your accuracy score is determined by the point area through which the ball passes at the goal line.

SCORECARD
SOCCER SKILL TEST

Name ..... Date .....
School .....
Classification—
Phys. Ed. major: M.....F.....
Non-major: M.....F.....
High school: M.....F.....
Varsity: M.....F.....
Time Score .....
1st 2nd 3rd
Accuracy .....
1st 2nd 3rd
Average Time Score .....
Average Accuracy Score .....
Scale Score .....
Grade .....

Scoring

Obstacle Run. The score is the time that elapses from the instant contact is made with the ball at the start until the kick is taken after crossing the accuracy-kick line. Time is measured to the nearest tenth of a second. The final score is the average of three trials.

Accuracy Kick. Score each kick on the following basis:

1 point – areas outside of goal posts
3 points – areas within and next to goal posts
2 points – areas between first and third divisions
1 point – center area

The final score should be the average of three trials.

Suggested Organization of Subjects

Divide class into four squads. Station Squad 4 as the human obstacles, ball chasers, and the remainder of the squad to relay balls from the goal area back to the starting line. Have Squads 1, 2, and 3 ready to take the test. As soon as Squad 1 has completed the test let

them replace Squad 4. Continue the rotation of squads until all have taken the test. Students may be used to confirm accuracy scores and to record test results.

Hints

1. This test may be used for motivation, skill diagnosis, as a means for classification, and as a measure of achievement.
2. It should be emphasized that the test items are continuous. The subject should not pause at the kick line to set up the ball for a better kick since time is recorded for the obstacle run from the time contact is made with the ball until the ball has been kicked.
3. Demonstrate the entire test and skills involved before group testing.

Quiz the Kids

FLORENCE GREBNER
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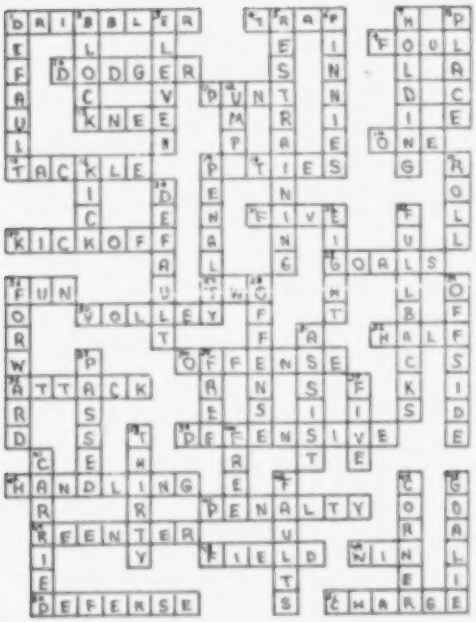
Champaign, Illinois



ACROSS

1. One who carries ball with feet.
4. Stop ground ball with foot.
9. Infringement of a rule.
10. One who, with ball, maneuvers around opponent.
11. Ball kicked into air.
13. Part of body used to direct and advance ball.
14. Lesser of two point values given.
15. Attempt to take ball from opponent.

18. Games ending with even scores.
21. Players must be _____ yard(s) away during a kick.
24. Play to start game.
25. Scores.
26. An objective of soccer.
27. Number of time-outs per team.
30. Make contact with ball to direct elsewhere.
32. Center row of players comprise the _____ -backs.
34. Team in possession of ball.
36. Approach opponents' goal in an attempt to score.
39. Name often given to backfield players.
42. Playing ball with hands.
46. The _____ -kick mark lies within the circle.
47. Go into game again.
48. The greater point value is given for a _____ goal.
49. What a team hopes to do.
50. Team not in possession of ball.
51. To _____ someone is to run into her while you are in possession of ball.

DOWN

1. Game ended, 2-0.
2. Stop aerial ball with body.
3. Number of players per team.
5. Line on either side of center line.
6. Clothes worn to distinguish teams.
7. Infringement – personal contact.
8. Kicking ball from stationary position is a _____ -kick.
12. Nickname for official.
16. Out-of-bounds ball is put into play by a _____ -in.
17. Administered for a violation of a rule.
19. Double infringement results in a _____ -in.
20. Failure to appear for a scheduled game.
22. Length of quarters in minutes.
23. Players who assist goalie.
26. Name of front line player.
28. Name often given to front line players.
29. Failure to have 3 opponents between self (without ball) and their goal.
31. Pass directed to teammate who shoots and scores.
33. Having sent controlled ball to teammate.
35. _____ kick is given for foul at center line.
37. Players must be _____ yard(s) from ball, starting game.
38. Number of seconds for substitution.

40. _____-kick is given for foul outside circle.
41. Goalkeeper held ball while taking 3 steps.
43. Violations or errors.
44. _____-kick is given when backfield kicks ball over own end line.
45. One who guards the goal.

Officiating in Soccer

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Carbondale, Illinois

Officiating games during the instructional period is for most teachers a problem, particularly in a number of the team sports. In the individual sports such as badminton, bowling, golf, and tennis, allowing players to declare their own faults and errors is an accepted procedure; but the same procedure does not apply to team sports such as basketball, field hockey, and soccer, which have inherent opportunities for rough and dangerous play or to sports such as volleyball and softball which seem to require that decisions be made on each play of the ball. The success of proper and correct skill development in players and the outcome of the game are both largely dependent upon the presence of officials and the quality of their work.

The teacher who has in one class 50 to 60 students or more may feel somewhat overwhelmed by the thought of having to officiate in addition to teaching. The purpose of this article is to suggest that students who can learn to play soccer can also learn to officiate soccer, provided officiating is incorporated in all stages of the learning.

Suggestions for Large Classes

If students are inexperienced in playing the game of soccer an official will be extremely necessary for the first games played. Even if more than one field is available, the teacher will have to confine everyone to just one field until some officials can be trained. This can be done in one class period. The following suggestions may be helpful:

1. Basic individual skills such as dribbling, tackling, dodging, place kicking, blocking, trapping, passing, and throwing must have already been presented at least superficially. The rules and fouls related to these skills should also be generally understood by the students prior to attempting play of the game.
2. Team formations and the fouls and related rules utilized in the defense kick, corner kick, penalty kick, free kick, kick-off, roll-in, and throw-in also, must be somewhat understood by most students prior to the game experience.
3. A third step might be to use a games board to explain the general position and duties of the official and to follow this explanation

with a brief demonstration by the teacher and one student working with her in a game situation.

4. It will then be possible to begin having games with students serving as officials. Admittedly they are not yet trained but they are knowledgeable enough to direct traffic. For the first attempts, it is probably wise to let the students volunteer, since in all probability the better prepared, or more interested at least, will want to officiate.

5. After the first lesson or two using volunteers, it is advisable to use a rotation system so that everyone eventually has the opportunity to officiate. Considering the official as a team position, just as a goalie or a halfback is a team position, and requiring players to rotate in a fashion similar to that used in volleyball will ensure that everyone is taking turns at officiating. Often class numbers or absentees will necessitate having just 11 players on a team so that no one is extra to officiate. It would be wiser to eliminate the goalkeeper than to eliminate the official. Other adjustments necessitating playing short should be made so that an official is always used.

6. At this point some additional demonstration by the teacher and a proficient student and perhaps motivation by a quiz on the rules and officiating should be effective. By having the quiz and preparing properly for it, students would recognize officiating as an integral part of the unit.

7. Including knowledge of officiating and physical skill in officiating in the evaluation procedures will then be in order. The final test should include questions about officiating, and students should be rated on their officiating as well as on their playing ability in the final evaluation. A simplified rating form similar to those used for the basketball and volleyball ratings of the Officiating Services Area could be devised, or the rating scale utilized for rating playing ability in the game might include officiating as one aspect of playing ability.

Obviously some students will not develop into good officials, just as some students will not develop into good players; but each student can be trained to some extent through the preceding suggestions.

Systems of Officiating

Since no official techniques for officiating soccer exist, any system which permits good coverage of the field might be used.

The four systems described as follows might be used effectively:

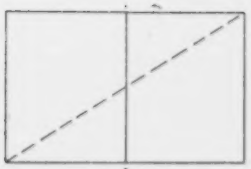

Figure 1

1. Diagonal system with each of two officials responsible for one sideline and one endline. (Figure 1)

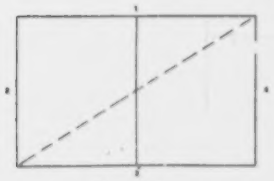

Figure 2

2. Diagonal system with four officials each responsible for one sideline or endline. (Figure 2)

Figure 3

3. Half-field system with each of two officials responsible for the half-field on her side of the field. (Figure 3)

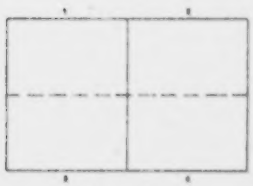

Figure 4

4. Half-field system with each of four officials responsible for one quarter of the field. (Figure 4)

The systems utilizing four officials might be used if there are many extra players, and more than four officials could be used effectively if the teacher chose to use more.

Signals

Many of the signals utilized in basketball can be adapted for use in soccer. These are the following: (1) time out, foul; (2) time out, no foul; (3) time in; (4) time out, jump (for the roll-in); (5) point scored; (6) field goal scored; (7) cancel score; (8) pushing (for all fouls involving personal contact); and (9) line violation (for out-of-bounds balls). Consult the back cover of the current basketball guide for these signals. For other calls such as defense kick, corner kick, or free kick a verbal signal indicating the kind of kick to be taken and an arm signal indicating the direction that the ball is to be kicked should be sufficient. Verbal signals should be combined with arm signals frequently in order to interpret the game as completely as possible to the players.

In addition to encouraging students to practice officiating, the teacher should never underestimate the value of educating students to call their own out-of-bounds balls and fouls involving handling the ball. No system of officiating can ever be more effective than honesty and self-direction in the students themselves.

Lead-Up and Modified Games

Lead-Up and Rainy Day Activities

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Indoor Speedball

This activity utilizes seven players on each team, playing on a basketball court, the side lines of which may be used as boundaries or no out-of-bounds area may be declared. Improvised goals are used and the balls are only partially inflated. A toss-up in center starts the game and restarts action after each score. Play is as in speedball except, in place of a free kick, the ball is awarded out of bounds or, if no out-of-bounds area is declared, from the edge of the playing area. The space between the free-throw and the end lines is used as a penalty area; the free-throw line is the penalty-kick mark. Score is marked as in speedball; a drop-kick must hit the backboard to score.

Crab Speedball

A full speedball team is used, with improvised goals, and boundaries the same as in indoor speedball above. The goalie may rise up onto her knees to play the ball and prevent a score; every other player, however, must use the crab walk (on all fours with the front of the body facing the ceiling) to move over the floor, unless attempting to catch a ball, at which time she may reach up, keeping two feet and one hand touching the floor. The player sits on the floor when playing the ball but may not scoot with the ball. A toss-up begins the game and speedball rules apply. The ball is played as an aerial ball and, when it touches the floor, may be lifted to a teammate or lifted into the air to oneself by both feet and caught. Scores are made by touchdown or throwing the ball through the goal. Marking opponents and forward line play are emphasized as well as the explanation and further discussion of the rules of the game. (Skooters may be used.)

Aerial Ball – Ten Passes

The area of play may be adapted to the size of the group, six to eight players per team. The game starts with a toss-up. Each team tries to complete ten consecutive passes in order to score a point. If

the ball touches the ground the opponents receive it, provided the receiving player can lift the ball to a teammate so that she does not have to move her feet in order to catch it. Only one unguarded trial is given and, if missed, the opponents may try. The count of ten must be started over any time a team loses the ball.

Obstacle Course (Ball Control)

Any obstacle course may be set up so that players are required to use several skills. For example, dribble 20 feet; pass around a jump standard; recover the ball and turn at a right angle; lift the ball over a bench, recover, and kick-up to self, then throw the ball back to the starting line. If the ball does not cross the line, the player should be required to kick it over. Each player can be timed from a signal "Go" to the moment the player and the ball cross the line.

Socbask

The game is played like speedball, with the following modifications:

1. A basketball court may be used on a rainy day, with the necessary modifications of boundaries, goal, etc.
2. An area of the field is designated for halfbacks and an area for fullbacks. (This division may be made by flags at the side of the field.) The halfbacks and the fullbacks play the ball only when it is in their specific area. This method teaches halfbacks to move, guard, mark, and position play. The fullbacks learn to assist the goalie if the ball is on the other side of the field; their incentive to tackle and guard will increase if the ball is on their side of the field, particularly with the 3-5 situation. And with this division there is less confusion in the goal area.
3. The game may begin with a toss-up or a lift to a teammate.
4. The game ball is played as an aerial ball and when it falls to the ground it must be converted by a kick-up to oneself immediately (while the official or instructor counts three). If time elapses before the conversion the opponents get the ball on that spot.

Optional: Opponents may use the tackle to gain possession of the ball during this attempt at a conversion. This action may result in a tie ball (with the feet) which would call for a toss-up.

Skill Drills and Techniques

1. Circle formation, with the squad leader in the center of the circle; the squad executes the following skills:
   (The squad leader throws the ball to each girl so that each may practice every skill. The instructor should specify the type of

Speedball Skill Games

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Seldom during a speedball unit is a teacher fortunate enough to have an adequate number of fields for the ever-increasing number of students. With this increase in class size, the teacher faces the problem of what to do with those players not involved in the game. If each student is to acquire knowledge and skills in speedball, it becomes necessary to devise activities which will provide practice in basic skills. Score may be kept to motivate improvement.

Lift

A bucket, hoop, or bicycle tire is placed on the ground or suspended from a tree. The target is placed three yards from a restraining line. Each student attempts to lift a stationary ball into, or through, the target. The score is the number of successful trials out of ten attempts.

Variation: Increase the distance to the target.

Accuracy Throw

A bicycle tire or hoop is suspended from a tree, five yards from a restraining line. The student attempts to throw the ball through the target. The score is the number of successful trials out of ten attempts.

Variations: Increase the distance to the target; start with the ball on the ground, lift to self, and throw (score both time and accuracy).

Pass and Catch

Partners stand ten feet apart behind a starting line and facing a goal line fifty yards down the field. On the signal to start, the players cross the starting line, and as they run toward the goal line they pass and catch the ball continuously. Neither can advance while holding the ball; the ball must be thrown as soon as it is caught, or the "catcher" must stop. If a runner fails to catch the ball, she recovers it and throws it from where the ball is recovered. The runner who threw the missed ball stops until the ball is in her hands again. The score is the time it takes to cover the distance from the starting line to the goal line; watch is stopped when both players have crossed the goal line. Add one second to time for each traveling violation.

Dropkick

With the ball in her hands, the student stands behind the penalty kick mark and attempts to dropkick the ball over a rope, or if available, over the crossbar and between the uprights. The score is the number of successful trials out of ten attempts.

Variations: With the ball on the ground, and on a signal, the student lifts the ball to herself with her foot and attempts a legal dropkick (score is the sum of three trials each on accuracy and on time elapsed from the signal to begin, to the moment the ball hits or passes the goal posts); the student dribbles the ball to herself when she reaches the penalty kick mark, and attempts a legal dropkick (score as in variation one).

Passing (kicking)

Three Indian clubs are placed three yards apart and eight yards from a restraining line. The clubs are numbered from left to right one through three, with the number two club placed directly opposite the point from which the student passes the ball. The player taps the ball once, then passes the ball attempting to knock down one of the three clubs; the clubs must be knocked down in order, from left to right, or right to left. The score is the number of trials it takes to knock down the three clubs.

Variations: Increase the distance to the Indian clubs; increase the distance between the clubs (flatter pass); have someone call out the number of the club and attempt to knock that club down; begin with a dribble 15 yards from the clubs, as the player reaches the ten yard line, she passes the ball attempting to knock down a predetermined club (score time and accuracy).

Teaching and Coaching Techniques

Speedball: Organization, Progression, Procedures

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Speedball can be fun for girls of junior high, senior high, and college levels if use is made of proper progression, lead-up games and varied drills. Given a chance, girls enjoy being active, want a variety of activities, and need to be a part of total team effort. What better activity to combine these elements than the challenge of speedball?

Organization

Speedball classes are easily and efficiently organized for drills and games if placed in squads of six. This number is convenient for shuttle, circle, zig-zag, double lines or most any type of drill formation. These squads can also be used for placement on teams – with one squad making up five front line players and the extra player being coach or official and another squad being the six backfield players.

Progression

The following progression of skills from simple to complex are the basics necessary for good play.

dribble	dodge	punt
foot trap	chest block	two-legged trap
passing with feet	foot volley	side tackle
passing with hands	one leg trap	drop kick
place kick	knee volley	hip, shoulder, head volley conversions
straight tackle	stomach block	

Whenever possible, go from one skill to another, combining previously learned skills in a varied way, such as chest pass to chest block, to lift up to self to chest pass, etc.

Incorporate rules for throw-ins, toss-up, free kick, penalty kick, and methods of scoring as situations present themselves. A sheet of simplified rules and diagram of plays will help to clarify material for students.

Procedures

Begin each period with warm-ups, making use of squads working as a group or in couples. Review previous material with varied drills and relays going from simple to complex. Introduce new material, combine this in drills that motivate. Use all skills in lead-up games and then regulation games.

Drills and Lead-ups

The following adaptation of games will add interest and variety to teaching of skills and review of material learned.

Line Speedball – Two lines facing, numbers are called of two opposing players who may kick or convert and throw through the opposing line.

Dribble Soccer – Practice dribbling by zig-zagging in and out circle or lines–used as relay.

Lane Speedball – All speedball skills are used but players must stay in lanes.

Pin Soccer – Player kicks ball and must round pins before opposing team traps and knocks pins down with foot passes.

Combination – Combine any skills and award points for successfully completing skills.

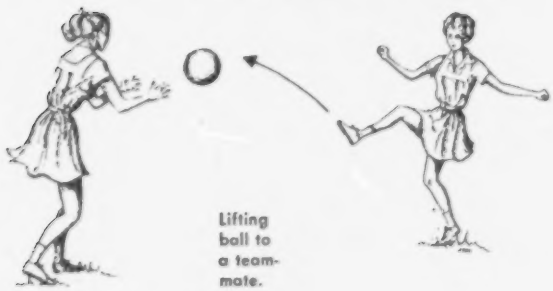
Dodge Speedball – Outer circle may throw and hit inner below waist; inner may kick and hit outer; if successful, they trade places.

Aerial Ball – Only air passes will count – so many passes can count for a score.

These are just a few of the many variations that can provide added stimulation for your players.

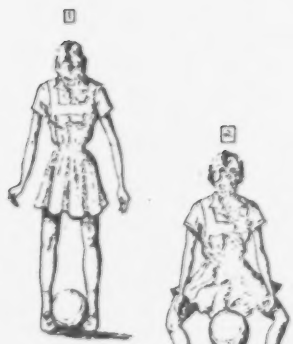
Speedball offers the challenge of soccer and basketball with an opportunity for all girls to move and think – why not include it in your program now?

Fundamentals Unique to Speedball



Lifting ball to a teammate.

Lifting ball to self with one foot.



Lifting ball to self with two feet.

Helpful Hints in Coaching Speedball

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Westmont High School
Campbell, California
ILSE SCHEFFER
Chino Senior High School
Chino, California

Speedball can be a valuable and enjoyable game to girls of all age levels. As in any sport, however, fun in the game increases with improvement of individual and team playing ability.

To the coach we say – be enthusiastic; remember your attitude and spirit are reflected by the girls. They will desire to practice, improve, and continue playing only if you inspire them to do so. Encourage and compliment your players at every opportunity; give them a feeling of success and accomplishment and they will come back for more. At all times be aware of the playing situation, analyzing the teams to determine what is needed for improvement.

Teaching Beginners

1. Play the game as soon as possible with minimum amount of time spent on rules and drills.
   a. Let students get a feel of game; at first teach only those rules necessary to play the game.
   b. Start by calling players "forwards" and "backfield"; give specific names later.
   c. Teach one new rule each day; students will know rules more thoroughly by this method.
   d. Play, analyze good and weak points with students, then practice what is needed.
2. Stress position play; players must prevent bunching and maintain relative position on the field.
   a. Divide field lengthwise into five alleys (junior high only).
   b. Before game starts, as coach, familiarize yourself with students' positions so that it is possible to determine which player is in incorrect spot on field.
   c. Remove player from game for persistently playing out of position; have team play short.
   d. Have substitutes or non-dressers chart one player's movements on field during game. Of value to both girls involved.

e. Call to players by position name instead of girl's name (i.e., left wing move out of center spot).

3. Stress importance of ball control; whenever the ball is moving toward a player, a body block and a pickup should be utilized, followed by an aerial play. (Beginners tend to kick wildly resulting in dangerous, uncontrolled play.)
4. Use bulletin boards to advantage as methods of teaching positions, three scoring techniques, and marking (guarding).
5. Use and enforce rules of game in practicing skills; never pick up ground ball without correctly converting it into an aerial ball.

Individual Techniques

1. Kicking (use toe only for lifting ball)
   a. Punts – use instep of foot ("kick off shoelaces").
   b. Dribbling and passing; use inside of foot.
   c. Keep ball close to body when dribbling.
2. Passing
   a. Always pass ahead of teammate.
   b. Pass quickly before being covered or tackled.
   c. Long passes are most effective because they advance ball over greater area faster, prevent bunching and throw off defense by change of direction, and increase changes to score.
   d. Use short passes as a last resort.
3. Receiving
   a. Receive long hard passes and punts with a "football catch"; make a basket with arms and torso.
   b. Break force of ball with a two-handed tap into air and catch ball on way down.
   c. In all cases give with the catch.
4. Juggling
   a. One of the most advantageous techniques – emphasize.
   b. Use as a means of evading opponent, maintaining control of ball and advancing great distances.
   c. If correctly used, difficult for defense to break up.
5. Kick-ups
   a. Must be done swiftly; see how many a group can do in one minute.
   b. Two-legged pickup – practically worthless.
   c. Kick-up of rolling ball to self – fastest.
   d. Rolling ball kick-up to teammate – good.
6. Blocking
   a. Use body for control of high bouncing ground ball: cross arms to protect chest, give with the ball, and follow body block immediately with a foot pass, dribble, or kick-up.

b. Use body to prevent drop-kicks and punts. Turn sideways and use hip to block ball. Use arms as a means of protection for face and chest when rushing kicker.

7. Running
   a. Keep head up.
   b. Keep trunk erect – lean slightly forward from hips.
   c. Use arms.
   d. Swing legs from hip joint.
   e. Keep knees and ankles "soft."
   f. Keep weight on balls of feet; don't be flat-footed.

Team Techniques

1. Line up in close formation before start of each game. This gives team feeling of unity, creates awareness of player's own relative position to teammates, and shows player which opponent is hers to mark.
2. Use three or four set plays from kick-off. Players should work plays out themselves.
3. In the game
   a. Forwards must advance quickly on kick-off. (Do not wait to see where ball is going before moving).
   b. Forward line must keep ahead of ball.
   c. Center is key man in directing plays and must remember to play both sides of field.
   d. Always keep the ball moving toward goal. Beginners frequently pass ball back.
   e. Defending forward must not follow attacking forwards too far down the field.
   f. Backfield players must back up forward line.
   g. Use backfield players in attacking.
   h. Fullbacks should follow behind halfbacks, not be extra "goalkeepers" – better to be "4th and 5th halfbacks."
   i. Take all plays quickly (out-of-bounds, free-kicks, etc.).
   j. On free-kicks use pick-up rather than running approach; keep control of the ball.
   k. Stress the value of an aerial game (faster and cleaner).
   l. All players must learn to anticipate and be alert to break up play.
   m. Vary scoring methods. Stress *all* scoring methods in practice; for a few games eliminate all except neglected one.
   n. Defense especially must remember to play the ball, not the opponent.
   o. Defense players must have teamwork; it is the duty of all to prevent scoring.
   p. Encourage all defensive players to rush the attacking team.

q. The goalie's only duty is to protect the goal.
r. The backfield while on the defense must stay between the player being guarded and the goal line.
s. If a team is behind near the end of the game, send up the defensive players.

4. Halftime
   a. Have teams meet together to analyze situation and determine what is needed for improvement.
   b. Use time to change positions if needed. Reshuffling positions will frequently change a losing team into a winning one, especially beginners.

5. Qualifications for positions
   a. Forwards – main purpose is to score:
      (1) Must be active and speedy.
      (2) Wings should be fast, adept at dribbling, and able to receive passes.
      (3) Inners and center should possess ability to make drop-kicks and be adept at rushing for field goals.
      (4) All should be alert and good passers.
      (5) All should be willing to share honors in team play.
   b. Halfbacks – main purpose is to back up own forwards and mark opposing forwards:
      (1) Must have more endurance than any other player.
      (2) Must be good kickers and passers.
      (3) Must be able to participate and break up opponents' plays.
      (4) Must be able to make drop-kicks.
      (5) Must be a good team player.
   c. Fullbacks – main purpose is to prevent scoring and to back up the halfbacks:
      (1) Must be good at long kicks and passes.
      (2) Must be able to size up plays quickly.
      (3) Must be aggressive.
   d. Goalkeeper – main purpose is to guard the goal:
      (1) Must be fearless.
      (2) Must be quick and alert.
      (3) Must have a good reach.

6. Marking (guarding)
   a. Each backfield player has a definite opponent for whom she is responsible:
      (1) Halfbacks mark the wings on their side of the field.
      (2) Center halfbacks mark the center forwards.
      (3) Fullbacks mark the inners when in scoring territory.
   b. Two players should not guard one opponent, for it leaves one person free.

c. Marking takes place only when own team is on the defensive. Backfield players must realize they become offensive players when their own team has the ball.

7. Key words in coaching

a.	"Spread"	Use when players bunch on field.
b.	"Pick-up"	Use when chance for converting ground ball to aerial ball arises.
c.	"Get rid of it"	Use when one player slows up attack.
d.	"Rush"	Use when defense is hanging back watching.
e.	"Easy does it"	Use when players are heading for possible score.
f.	"Anticipate"	Use when defensive players need to be alerted
g.	"Tackle back"	Use when opponents have gained possession of the ball.
h.	"Cover"	Use when a player is unguarded.
i.	"Whose man"	Use when an attacking player is unguarded.
j.	"Go home"	Use when a player has wandered.
k.	"Take off"	Use when forwards should be positioning themselves on attack.

Speedball for Large Groups

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The key to success in teaching large groups is planning and organization. No one method is the panacea to the problems that are encountered when a teacher has a class of 50 to 70 students. However, through careful preplanning, a meaningful physical education experience can be enjoyed by those participating.

The following method of organization for teaching speedball to large groups has been found to be successful.

First, the instructor selects and administers two or three tests of basic skills necessary for playing speedball. From the results of these skill tests, she organizes her students into three main groups; advanced, average, and below average. Teams are selected from within these groups, and the total number of teams is uneven. Students are encouraged to try to advance from one group to the next as their skill improves. The students should understand that these teams are not permanent, and adjustments and changes are made throughout the unit when the skills tests are repeated.

The uneven number of teams makes it possible for the instructor to work with a different team each day where she can give more individual instruction geared to the level of the group with which she is working. For example, after the instructor has introduced the unit and some of the basic rules and skills have been reviewed, the advanced group may be ready to begin playing practice games, the average group may be working on improving specific skills through such lead-up games as Aerial Speedball or Alley Speedball, and the teacher could be instructing the beginning group in such basic skills as dribbling, lifting to self or teammate, and passing. When the beginners are playing a modified game using these skills, she may work with the extra team on a more individual basis.

To avoid the possibility of time being wasted while the teams are waiting to receive their daily instructions, the instructor may assign a specific series of daily practice drills geared to the level of the group, which could be a warm-up for the day's activities. Each group would start its series of practice drills in an assigned area after roll call each day. The instructor may then move from group to group to give them the day's instructions before beginning work with the extra team. In this manner, each student has the opportunity to develop her potential to the greatest capacity. The warm-up series would be changed as the needs of the group change.

The members of the extra team may also be used to officiate for other games during an interclass tournament at the end of the unit. By this time most of the students should have reached the average or better than average level of skill.

During practice games, the students compete against teams of like ability. This alleviates the problem of students becoming discouraged because of unevenly matched competition and the possibility of conflict within a team where one girl is berated for committing errors.

Large classes also provide an excellent opportunity for developing and utilizing student leadership within the class. Highly skilled students from the advanced groups can often assist in coaching the less skilled students. In schools where selected upper division students are scheduled into physical education classes as part of a leadership program, the large class lends itself to providing a real training ground of experiences for these teacher assistants.

Teaching speedball to large groups can be a rewarding experience with careful planning and organization. In summary, these suggestions are offered for consideration to those who have the problem of large classes.

1. Use skill pretests for homogenous grouping within the classes.
2. Motivate students to advance from one team or group to another as their skills improve.
3. Organize the class into an uneven number of teams, so that planned individual instruction may be given on a rotation basis to students of like abilities and needs.
4. Gear daily series of skill drills to the level of the group as part of the warm-up activity for the day.
5. Utilize student leaders as teacher assistants to work with the students of lower ability.

Let's Give Speedball The Run-Around!

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In these days and times, it is often hard to interest the young modern in a game like speedball. Most teenage girls think it's a "drag" to run – and drag is just what they do on the playing field! Since speedball is essentially a running game, we need to work on ways to motivate the students to run and, most important, to enjoy running.

Prior to the speedball unit, a class period could be spent in discussing the subject of running and its merits, both physical and mental. Most girls can be motivated to strive for graceful movement, an attractive, healthy body, weight control, and increased strength. It should be pointed out that running and jogging are the "in" things to do. Examples of well-known people from all walks of life can be mentioned, and if pictures are available, these should be posted on the bulletin board. Something else to interest the young modern is cardiovascular endurance. Who knows just how much carry-over there could be from running in speedball to dancing the strenuous current dances?

After your students are oriented to running, get them started in an interesting way. Normally a class warming up for speedball runs either up and down the field or around the field. Why not do something different? Find an unusual place to run if at all possible. Use a nearby open field, woods, or for those near enough, a beach. If you are city-bound, try to find another spot on the campus to run to or around. Running up and down the bleachers at the football field is an excellent way to build leg strength and endurance.

If you are limited entirely to the boundaries of the speedball field, make use of Indian clubs or other type markers to dodge around. Play follow-the-leader, with each leader trying to be unique in the paths she designs. To encourage speed, relays are good, and timed 50-yard dashes are sometimes motivating to this age group.

Put variety into the running and conditioning part of your unit. Doing the same thing at the same place every day can get very dull, and with that kind of beginning, enthusiasm wears off before the game even begins. In other words, use running as a means to an end which is clearly understood by all of the students. Incentive, a desire

to achieve, and the reason behind the running must be present if lasting values are to be derived. With a kick-off like this to your speedball unit, your students will look forward to the kick-off in a real game with heart, lungs, and legs ready to go and with a happier frame of mind.

Speedball-Soccer Practice Ideas

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Skill is undoubtedly the most important factor in either a player's or a team's efficiency. A player can accomplish a great deal by working alone with a ball, and the more she handles the ball, the greater will be her confidence. This in turn will make greater efficiency. However, she is limited in scope, and to practice along becomes quite boring. Often two or three players practice together to help prevent monotony. The more often players are together, the better is their chance to practice the intricacies of team play utilizing the skills.

It is wise for the teacher to have a good repertoire of practice ideas for *one, two* or *three* players which will emphasize not only the use of a certain skill, but a phase of play which will result in a better game sense. In this way, players can concentrate upon developing certain skills more sufficiently. Enough confidence is gained so that these skills can be used when engaged in the pressures of the game.

Ideas for One Player

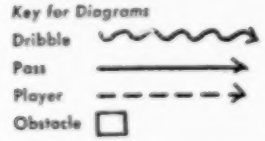
The following practice ideas should help develop coordination, balance, poise, and confidence in ball control.

1. *Continuous foot contacts* – Using only the feet, try to keep the ball in the air as long as possible.
2. *Touches* – With the sole of one foot on top of the ball, weight supported on the other, change foot positions. Each change has one foot touching on top of, but not moving the ball. Start slowly, increase speed. Keep ball under body.
   a. As the foot changes are made, circle around the ball, but do not move it.
   b. As the body circles around, draw the ball with the sole of each foot with each change.
   c. With the same rhythmic foot changes, draw the ball backward and/or forward with each change.
3. *Step overs* – As if to make a push pass, the foot passes over the ball and lands to the side. With either leg, the action consists of

Acknowledgment is made of assistance in preparation of this material by Sarah Erbaugh, member DGWS 1968-70 Speedball Committee, State University College at Cortland, Cortland, N.Y.

rapidly crossing one foot in front of the other and placing it on the opposite side of the ball. The ball is not touched and should stay in place.

4. *Step over – flick* – After the foot passes over the ball and lands on the side of the ball (as above), the ball is gently flicked with the outside of the foot.
5. Obstacles or traffic cones representing opponents are used for the following practice ideas.



a. Player dribbles toward the opponent, starts to dribble around to the right, but draws the ball back with the sole of the foot and goes around to the opposite side. As she approaches the next one, she does the same thing, this time starting to the left, drawing back and proceeding to right. As the draw is made, turn the back to the opponent, keeping the body between the ball and the obstacle.

b. Player approaches the first opponent, passes the ball straight down the right, cuts around to the left and recovers the ball. Repeat to the opposite side of the next obstacle.

c. Chop back – Player dribbles toward obstacle and as she get along side, she chops the ball back by turning one foot (not body) completely around in front of the ball so that the instep makes contact and changes direction of the ball 180 degrees. Keep the body between the obstacle and the ball. Recover and go to the next obstacle and repeat, preferably with the other leg.

Ideas for Two Players

The basic trend in soccer today is toward the short-passing style of play. Consequently the two and three player ideas described will emphasize the consistent performance of short, accurate push passes.

1. *Diagonal passing* – Emphasize moving after making a pass to get the return pass. Player B starts play by making a diagonal pass and A moves up to receive it. Player B moves for the next return pass.

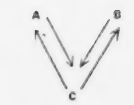
2. *Straight down pass*
Player A dribbles to the opponent and passes straight down to the right of her. B, who is moving down with her cuts to meet ball, dribbles a step or two and then passes straight down where A moves for the return pass.

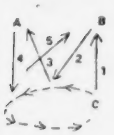
3. *Square pass*
   Player B, working with A, dribbles until she meets the opponent, makes a square pass to A who has been trailing. A makes a straight-down return pass to the open space where B runs to receive it. Play is repeated down the line. Players learn to change positions and move after passing.

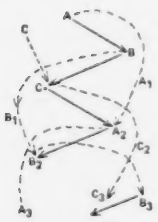
4. To emphasize the point of playing the ball in the direction of movement and passing in a direction opposite of movement, B makes a lead pass to A who cuts to receive the ball. She carries it a few steps in the direction she is running, turns slightly and passes diagonally in the opposite direction to B, who has moved ahead and cut down to receive the return pass.

Ideas for Three Players

1. *Trap – pass* – In a triangle, the apex player traps and passes to each of the other two players. Each traps and passes back to the apex player. The ball is trapped with the sole of one foot and passed with the other foot in one continuous action. Vary the distances and change the apex player.
   a. *Variation* – As a player passes to the apex player, she follows the ball to put passive pressure on the apex player to speed up her trap-pass with accuracy. Each must quickly return to position.

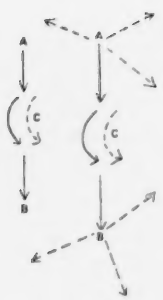






2. *Rebound pass* – Same as No. 1 above, but without the trap, and with the ball on the ground. Accuracy first, then speed.
   a. *Variation* – Use two balls.
   b. *Variation* – To emphasize going to meet the ball, each player runs to the ball, makes the return pass to the apex girl and then returns to place in time to run for the next pass.
   c. *Variation* – As A and B make return passes, they lead C who runs back and forth to meet the return passes.

3. *Figure 8* – In a flat triangle, A passes to B and then sprints to the outside (behind) past B to a level even with C_1, while B passes diagonally forward to C who moves forward to meet it. Now the triangle is as it was at the start, but with B behind A_1 and C_1. C_1 passes diagonally forward to A_2, who moves to meet it as B has moved behind C_1 to a level even with A_2. This is a continuous action. Simply run behind the girl to whom you pass to receive another pass.
4. *Long, short, short* – In a line with B about 20 yards from A and C (as shown), C makes a long rolling pass to B and follows the ball for a return short pass. Player C receives the return pass and makes an immediately short square pass to B, who runs forward to receive it. She immediately makes a long pass to A to repeat the drill. Players exchange positions after the long and short pass. Make sure that the player receiving the long pass does not run forward until the short pass is made.



5. *Trap on the turn and pass* – In a line formation with C in the middle, C receives passes (rolling, bouncing, or in the air) from A and B. C must control the ball quickly in one movement on the turn and pass accurately to the other player.
   a. *Variation* – As in No. 5 except that A and B move about. As C faces A, B moves to a new position, and C must find the player as she trap-turns.

Gimmicks for Improving Position Play

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A few gimmicks for teaching speedball may be helpful on the first day of actual play when everyone tries to play the ball at once. It seems that no matter how much stress is placed on play, when the game starts, all 22 players go for the ball.

Assuming the field on which you teach is used only by the physical education classes, you might try an experiment on the field. When the lines of the speedball field are limed for the first time, add four additional lines. These lines should be an equal distance apart and run parallel to the side lines, thus forming five lanes on the field. By the time the lime has disappeared, the students will have learned their positions and these additional lines will not have to be done again.

When your students play for the first time, have them assume the usual line-up for the kick-off. Then assign them to the lane in which they are standing or lanes in which they should play. The right and left halfbacks should be assigned to both the outside lanes and the one nearest it. Have them play by regulation rules as far as playing the length of the field is concerned.

With the players playing the ball only when it comes into their lanes, responsibility is placed on all the players to stay in position, and everyone has a chance to play the ball. This also curtails the player who is more skillful and who tries to play the whole field no matter what her position.

If you cannot put additional lines on your field, have your students use different colored pinnies or different ways of wearing pinnies to distinguish playing positions. This will help eliminate your problem of trying to remember which players are supposed to be playing which positions as they all try to converge on the ball.

If you have at least three sets of different colored pinnies, you might try this gimmick. Have two teams take their positions on the field. One team wears no pinnies and the other team wears the black set of pinnies. A set of yellow pinnies should be given to those from both teams who play on the right side of the field. The two wings, two inners, two halfbacks, and two fullbacks should tie these yellow pinnies around their waists as a sash or belt. A set of red pinnies should be given to those players on the opposite side of the field, who should also tie them around their waists. This leaves the players on the center of the field without additional pinnies. You can then

glance at the players and their sashes as they play and immediately determine if they are in proper position on the field.

Another method of using pinnies to distinguish playing positions of your students is to have one of the extra sets of pinnies placed on the halfbacks of one team and the fullbacks of the other team as a sash at the waist. The third set of colored pinnies should be put on the other halfbacks and fullbacks. Once again, you and the students can quickly determine who is playing what position and if they are in the proper positions.

Put Spark in Your Attack

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The innumerable ways the ball may be played and the variety of scoring possibilities make speedball a great deal of fun. Since the game is a combination of soccer and basketball techniques and tactics, opportunities are provided to utilize skills acquired through previous experience gained in these sports. The media for scoring borrows the drop-kick and touchdown pass from football in addition to the field goal utilized in soccer.

Importance of Fundamental Techniques

Good game strategy can evolve only when players have a thorough understanding and application of the fundamental skills of dribbling, passing, kicking, and converting; inability to perform the basic skills with automaticity and perfection hinders the creation of a strong offense. When the players have mastered the fundamentals, they can focus their attention on the skills and tactics which lead to increased scoring opportunities. At this more advanced level, emphasis should be placed upon developing accuracy in kicking field goals and drop-kicks from varying angles and distances and perfecting the timing and judgment of distance in executing touchdown passes. The ability of any player to score or assist in a scoring effort by all of these means permits the development of a flexible offense. In addition, a team may capitalize on individual player assets.

Basic Offense

An effective offense can begin with the goalkeeper clearing the ball upfield to a teammate. Ground balls intercepted near the defensive goal should be kicked quickly to the wing. The ball can be moved rapidly in midfield when played on the ground, but a team should not by any means be restricted to use of this strategy. Ease with which the ball can be played on the ground will depend upon the defensive positioning of the opponents. If all of the defense players are marking closely, long through-passes to the opposite side of the

field prove effective. Should the defense mark loosely or play in a covering position, ample time is afforded for conversion and the aerial game may be pursued. While the ground game is being used, the ball should be centered near the goal so that a field goal may be attempted. When the aerial game is employed and the ball is in the center of the field, a drop-kick should be tried. If this effort is thwarted, the ball should be passed quickly toward the side line for a possible touchdown. Whenever an aerial ball is not near the center of the field, a touchdown pass is indicated. If no opportunity for a drop-kick or touchdown arises, an aerial ball can also be converted to a ground ball for a field goal attempt.

Use of Halfbacks

In developing attack play, a halfback can assume many important offensive responsibilities. It is advantageous for the halfbacks to participate in the offensive plays to a greater extent than in other field sports because of the variety of method and area for scoring. In contrast to soccer and hockey where the scoring area has a maximum width of six yards and four yards respectively, the entire width of the speedball field is vulnerable to some type of scoring.

In an aerial game there is little lateral movement of the ball except between adjacent forwards who may rely upon a halfback for an alternate pass. A short backward pass will allow a well positioned halfback to drop-kick for goal. If such a pass draws an opposing backfield player out of position, an attacking forward is free for a subsequent touchdown pass.

It is possible for the halfback to be used occasionally as a touchdown pass receiver, providing she has the speed to recover proper defensive position if the attempt is unsuccessful. Further use of this surprise maneuver may be condoned only if the wing is prepared to assume the halfback's defensive responsibilities. Extensive use of the halfback in this capacity contributes to broadening the scoring opportunities and decreasing the feasibility of stereotyped play. Effective and continued participation on the attack by the halfbacks may dictate a defense type of game by the opposing forwards.

DEVELOPING THE OFFENSE

Since the strategy of the ground game near the goal is identical to soccer, I will deal primarily with the aerial aspects of speedball. Advanced strategy is based on good reaction time, quick passes, a balanced, flexible attack, ability to outmaneuver the opponents, and a sound defense. Specific plays are not recommended since players frequently cannot adjust when a preconceived plan is unsuccessful. Nevertheless, certain fundamental maneuvers exist which can be

utilized at any appropriate time. Tactics such as feints, give and go, screens, and rolls which are found in successful basketball play may be translated and incorporated into speedball. Use of any of these at a particular time is dependent upon the individual defensive skills of the opponents and the type of team defense employed. Certain tactics will prove more successful against a player-to-player or zone defense.

It is commonly recognized that a basic maneuver to counteract a zone defense is the principle of overloading a zone. Attack players move into an area normally defended by a fewer number of opponents. This facilitates many scoring opportunities by the unguarded attack players. If additional defense players move into the overloaded zone, other areas of the field become vulnerable for scoring.

Feints

Use of the arms, feet, head, or body in a feint proves effective when a player is closely guarded in either zone or player-to-player defense. It is more aptly applied in the player-to-player defense in order to free a player momentarily. If used by the player with the ball, the feint may be in one direction followed by a pass or juggle in any other direction. A player without the ball could also use the feint effectively to evade her opponent and cut for a pass. This strategy is particularly effective if a touchdown pass is not completed. The intended receiver should cut back into the restraining area, pivot, and dart back over the end line. (See Figure 1.)

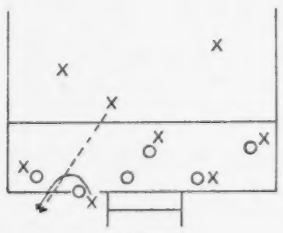

Figure 1

USE OF FEINT

Attack player cuts into restraining zone, pivots, and cuts back behind defense for touchdown.

Give and Go

This elementary strategy is easily learned and effective against all types of defense, particularly player-to-player. The give and go is similar to the triangular pass developed in other field sports where a player passes to a teammate and cuts in front of her opponent to receive a return pass. A team may profit by the use of this tactic anywhere on the field. The give and go is generally employed by two adjacent forwards but may also be used by a forward and a halfback, culminating in a touchdown.

Screens and Rolls

The offensive team may use one-player or multi-player screens to prevent a defensive player from obtaining or retaining an effective guarding position. Because of the inability of the screened player to move with the ball other than by means of the juggle, screens in speedball have limited use for evading an opponent.

In executing a one-player screen, the player with the ball pivots, faces her teammate, and passes back to her. The passer retains her stationary position until the player with the ball completes the ensuing play by passing, juggling, or drop-kicking. The position of the screener will govern the action that may follow. If the screen is set within scoring range, a distance of approximately eight feet should be allowed for a possible drop-kick. In other areas of the field the screen is set at a distance of three feet so that an unguarded pass may be attempted.

A line or wedge formation is suggested for setting a multi-player screen. (See Figure 2.) For example, the center forward in combination with one or both inners may screen for the center halfback's drop-kick attempt. If the position of the ball is slightly angled from the center of the field, the center forward, inner, and wing might set a screen for a similar maneuver by a side halfback. If a player is unable to take advantage of the screen, one or all screeners may roll off to receive a possible pass. In Figure 3, a touchdown is the result of the tactic.

The ingredients for a flourishing attack include mastering the fundamentals and acquiring a thorough knowledge and understanding of offensive play. By using the maneuvers described, players will feel the spark developing in their attack.

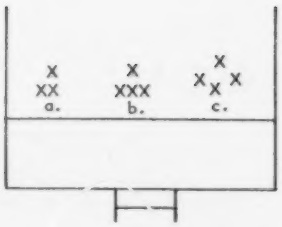

Figure 2

MULTI-PLAYER SCREEN FORMATIONS

a. Two player line formation
b. Three player line formation
c. Three player wedge formation

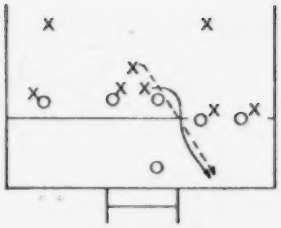

Figure 3

USE OF THE ROLL

Unable to use the screen, one of screeners rolls for a touchdown pass.

Evaluation and Officiating

Speedball Skill Test Scores

ANN UPCHURCH
Winthrop College
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There appears to be a need not only for the development of skill tests for speedball, but also for research to determine the level of performance which might be expected of girls and women at various levels. Teachers over the years have probably used certain tests and formulated scales, primarily for purposes of grading. It is also likely that many have found that some adjustments in their scales were necessary from time to time, indicating a difference in the ability levels of the students or in the effectiveness of the instruction. Perhaps this has led some teachers to wonder if the scores obtained by their students were similar to those of corresponding groups elsewhere. It is from such a proposition that the following report is presented.

During the past few years, skill test scores of sophomore physical education majors at Winthrop College were compiled, and T-scores were computed for some of the tests. Ninety-seven students were tested on the punt for distance and the throw for distance; on the 50-yard dribble for speed, 58 students were tested.

Punt for Distance

The player punted a soccer ball from behind a restraining line in front of which a 100-foot steel tape, plus similar extension, was stretched out on the ground. Distance was measured to the nearest foot from the restraining line to the point where the ball first touched the ground. The tape was moved about for balls with any marked deviation from either side of the tape. The best of three trials was recorded. Steps preceding the punt were allowed as long as the player did not cross the restraining line.

Throw for Distance

The player was instructed to use an overhand or sidearm pattern of throwing a soccer ball for distance. The sidearm pattern was used by most players. The player threw from behind a restraining line, and distance was measured the same as for the punt, from the restraining line to the point where the ball first touched the ground.

The best of three trials was recorded to the nearest foot. Steps preceding the throw were allowed as in the punt test.

Dribble for Speed

The player was timed for one trial of dribbling a soccer ball 50 yards. The ball was placed on the goal line with the player behind the line until an arm-drop signal to start was given by the timer standing on the 50-yard finish line. The watch was started with the arm-drop and stopped as the foremost part of the player crossed the finish line. Since a count of the total number of individual foot contacts was also made by an observer, the player usually had the ball under control, slightly in front of her as she crossed the finish line. Time was recorded to the nearest tenth of a second.

The range in scores for the total number of foot contacts recorded for 58 players was from 6 to 14, and the median score was 10. The counting of foot contacts to represent control of the ball when dribbling was suggested by West[1] and the score of 10 was proposed by Thorpe[2] as a count for an advanced level of students.

Skill tests can be used for many purposes. One of the most valuable might be as a teaching method. If the skill tests are given at the early part of the course when techniques are first introduced, they can serve to give players a better idea of the desirable goals toward which they are working by defining the goals specifically in objective terms of distance, time, number of contacts, etc. The T-scores provide a more objective evaluation of performance, and when skill tests are repeated toward the end of the course, the scores provide a measure of improvement as well as final level of achievement.

It is suggested that instructors at various educational levels compute T-scores for results of speedball skill tests which they have found useful and submit their findings for publication in the *Soccer-Speedball Guide.*

---

[1] Charlotte West, "Skill Testing in Soccer," *DGWS Soccer-Speedball Guide 1966-1968* (Washington: AAHPER, 1966), pp. 17-21.

[2] JoAnne Thorpe, "Self-Testing in Soccer Skills," *DGWS Soccer-Speedball Guide, 1966-1968* (Washington: AAHPER, 1966), pp. 25-29.

T-SCORE	PUNT DISTANCE (Feet) N=97	THROW DISTANCE (Feet) N=97	DRIBBLE TIME (Seconds) N=58
76	119-120		
74			9.1- 9.0
73	117-118	91-92	
72	115-116		
70		89-90	9.7- 9.6
69	113-114		
68	111-112	87-88	
67			10.1-10.0
66	109-110	85-86	
64	107-108	83-84	10.5-10.4
63	105-106		
62		81-82	10.7-10.6
61	103-104	79-80	
60	101-102	77-78	10.9-10.8
59	99-100	75-76	
58	97-98	73-74	11.1-11.0
57		71-72	
56		69-70	11.3-11.2
55	95- 96		
54		67-68	11.5-11.4
53	93- 94		
52	91- 92	65-66	
51	89- 90		11.7-11.6

T-SCORE	PUNT DISTANCE (Feet) N=97	THROW DISTANCE (Feet) N=97	DRIBBLE TIME (Seconds) N=58
50		63-64	
49	87- 88	61-62	11.9-11.8
48	85- 86		
47	83- 84	59-60	12.1-12.0
45	81- 82	57-58	12.3-12.2
44	79- 80		12.5-12.4
43	77- 78	55-56	12.7-12.6
42	75- 76		
41		53-54	12.9-12.8
40	73- 74		
39	71- 72		13.1-13.0
38	69- 70	51-52	13.3-13.2
36	67- 68		13.5-13.4
35	65- 66		13.9-13.8
34		49-50	
33	61- 64		14.5-14.4
32	57- 60	47-48	
31	55- 56	43-44	15.9-15.8
29	53- 54	41-42	
27	51- 52		
26			16.3-16.2
25	49- 50		

Suggested Evaluation of Players in a Game

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The purpose of this article is to guide evaluation of the individual's use of previously learned skills and team strategy in a game situation.

On the forward line, wings, inners, and center forward should demonstrate the ability to use the short pass. It is essential that they be able to intercept the ball and pass it ahead of fellow players. All players on the front line should be able to drop-kick effectively and, when necessary, be ready to tackle or guard immediately.

Two positions on the forward line are particularly important – the center forward and the wing. The center forward serves as a pivot player, while the wings anticipate the pass and keep themselves in an advantageous position on the field.

It is very important that the halfbacks possess attacking as well as defensive skills. It is the responsibility of the halfbacks not only to assist the forward line in advancing the ball but also to drop-kick and throw accurate touchdown passes.

Throughout the game, the right and left halfbacks should be adept at taking the throw-in and the free kick quickly. The fullbacks should assist the halfbacks and clear the ball to them and to the wings.

Each of the backs should be aggressive and quick in preventing the opponents' plan to score, be ready to meet the ball when it is in her area, and assume her responsibility for marking a player on the forward line.

Like the forward line players, the backs should be quick to intercept passes and be ready at all times to tackle an opponent. Forwards and backs should remember, however, that the aim in speedball is to play the ball rather than the opponent.

Since it is the goalie's responsibility to clear the ball to the side lines and to defend against field goals, drop kicks, and any immediate attack upon the goal, it is essential that she be an alert and fearless player.

All players, no matter what their position or individual responsibilities in the game, should exhibit good ball control at all times.

Speedball Quiz

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PART I

Directions

Completion questions. Insert the proper term in the space provided. This will test your knowledge of the language of speedball. Score each correct answer one point.

Questions

1. In speedball, the game begins with a _____.
2. The goal posts in speedball are _____ yards apart.
3. The lines on each side of the center line are called _____ lines.
4. The distance between the goal line and the line 5 yards inside the field is called the _____.
5. Twelve yards from each goal line there is a mark which is called the _____.
6. A substitute may enter the game on a _____ ball.
7. The means of stopping the ball with any part of the body is called _____.
8. Thrusting the opponent away by contact with the hands, arms, or body is called _____.
9. Throwing or attempting to throw an opponent by use of the leg is called _____.
10. Touching a ground ball with the hands or arms is called _____.
11. Impeding with personal contact the progress of a player with the ball is called _____.
12. When a player with the ball pushes against an opponent it is called _____.
13. The means of advancing the ball by use of the body is called a _____.
14. A player with the ball may not take more than _____ steps following a running catch of the ball.
15. The time periods in speedball are called _____.

Note—The degree of difficulty will depend on the age of players and how much actual playing experience they have had. (The author would appreciate data where quiz is used.)

16. The two chief officials for a match game in speedball are called _____.
17. A _____ scores three points in speedball.
18. A ball that is kicked and is rolling, bouncing, or stationary on the ground is a (an) _____ ball.
19. Any ball that has been lofted into the air from a foot or feet is called a (an) _____ ball.
20. The team with the ball is known as _____.
21. The team attempting to get the ball is _____.
22. A kick-up is when the ball is _____ to self or teammate.
23. Stopping the ball with foot or knees is _____.
24. In case of a tie ball or double foul a _____ is awarded.
25. A penalty-kick must be a _____.

PART II

Directions

Answer *yes* or *no* to the following questions. Read each question carefully. This section will test your understanding of the rules. Guess, if you are not sure of the correct answer! Score by subtracting the number wrong from the number right.

Questions

1. _____ Does the winner of the toss have the choice of goal only?
2. _____ May an aerial ball be advanced by a combination of a juggle and a chest pass?
3. _____ May an aerial ball be blocked with the body?
4. _____ Does a bouncing ball which has been headed become an aerial ball?
5. _____ Should "holding" be called if the ball is held more than three seconds?
6. _____ When a double foul occurs behind the goal line is a jump ball called?
7. _____ May a ground ball be blocked with the hands?
8. Must a drop-kick for goal be started from outside the penalty area?
9. _____ Does the goalkeeper have any special privileges?
10. _____ Is an aerial ball converted to a ground ball by dropping the ball?
11. _____ May a ball be lifted to a teammate on the kick-off?
12. _____ Does a touchdown score two points?
13. _____ Must all members of the defending team remain behind their restraining line until the ball is kicked on the kick-off?

14. _____ When the ball goes out-of-bounds over the side lines do the opponents throw it in?
15. _____ Must all players be five yards away when penalties are taken?
16. _____ Must the ball be thrown over the crossbar to score a touchdown?
17. _____ Must the ball be kicked over the crossbar to score a drop-kick?
18. _____ Must the ball be kicked between the goal posts to score a field goal?
19. _____ Must the ball cross the goal line to score a penalty-kick?
20. _____ Does a defense player receive a free kick when the ball goes over the end line, not between the goal posts?
21. _____ On the above situation, may the defense elect to throw the ball in?
22. _____ Does the game consist of two eight minute periods of play?
23. _____ May time-out be called by any member of the team?
24. _____ May time-out be called only on a dead ball?
25. _____ May players pass the ball as many times as they wish?

PART III

Directions

Matching questions. The definitions are listed on the left; speedball terms are listed on the right. Match the definition to the correct term by placing the correct letter in front of each statement. There are more terms than definitions. Score five points for each correct answer.

Questions

1. _____ A good drop-kick for goal scores. . .
   _____ A touchdown scores . . .
   _____ A field goal scores . . .
   _____ A penalty-kick scores . . .

   a. 4 points
   b. 3 points
   c. 2 points
   d. 1 point
   e. 0 points

2. _____ Method of scoring with a ground ball.
   _____ Method of scoring with completion of forward pass.
   _____ A ball raised into the air directly from a kick.
   _____ A ball rolling, bouncing, or stationary on the ground.

   a. aerial ball
   b. ground ball
   c. dribble
   d. field goal
   e. touchdown

3. _____ An aerial ball dropped and kicked before it touches the ground.
_____ An aerial ball dropped to the ground and kicked as it bounces from the ground.
_____ A play in which a player, with or without preliminary steps, kicks a stationary ball.
_____ A succession of kicks forward in which the player controls the ball.

a. drop-kick
b. dribble
c. punt
d. place-kick
e. kick-up

4. _____ A means of advancing the ball in the air.
_____ A method of putting into play an out-of-bounds ball from sidelines.
_____ A method of advancing the ball in the air by throwing it and catching it again.
_____ A means of converting a ground ball into an aerial ball.

a. throw-in
b. juggle
c. kick-up
d. passing
e. jump

5. _____ A play in which a player is holding the ball and steps once in any direction with the same foot.
_____ A method of stopping a ground ball.
_____ An infringement of the rules committed simultaneously by opponents.
_____ A foul in which a player with the ball makes contact with an opponent.

a. double foul
b. charging
c. pivot
d. trapping
e. blocking

PART IV

Directions

Multiple-choice questions. Below is a list of nine decisions which the officials may make on plays during a game. Read each statement and decide on the proper decision. Write the answer by code letter provided in the space to the left of each question. Score each correct answer one point.

Code

L – Legal or ball continues in play
J – Jump Ball
A – Aerial ball
G – Ground ball
TH – Throw-in
BFK – Blue free kick
RFK – Red free kick
PK – Penalty-kick
S – Score is made.

Example–BFK The red center pushes her opponent.

Questions

1. _____ The red center half pushes and the blue center charges with the ball.
2. _____ The blue right inner catches an aerial ball that bounced off the knee of the red left inner.
3. _____ The red right half pushes the blue left inner.
4. _____ The blue right wing holds the ball 6 seconds.
5. _____ The blue left half kicks the ball out of bounds over the sideline.
6. _____ The red left inner drop-kicks the ball to the left of the goal posts.
7. _____ The red center half catches a ball kicked by the red goalkeeper before it touches the ground.
8. _____ The blue center makes a good drop-kick for goal from within the penalty area.
9. _____ The blue right wing punts the ball.
10. _____ The blue center, on the kick-off, touches the ball twice before it is played by another player.
11. _____ The red center kicks the ball behind the center line on the kick-off.
12. _____ The blue right inner fails to catch the kick-off. The ball bounces along the ground.
13. _____ The red center half pushes the blue center as she is rushing for goal within the penalty area.
14. _____ The blue left wing and the red right wing kick the ball out of bounds.
15. _____ The blue wing makes a successful drop-kick from outside the penalty area.
16. _____ A member of the blue team enters the field of play without reporting to the scorer.
17. _____ A red center half guards a blue center who is playing an aerial ball.
18. _____ A blue wing steps on the line when taking a throw-in. Is this a blue or red throw-in?
19. _____ A ball bouncing on the ground touches the knee of a red player and is caught by a blue player.
20. _____ A member of the blue team calls time-out when the ball is in play.

PART V

Directions

Diagram. Place on the diagram the proper field markings with dimensions:

1. Center line
2. Side lines
3. Goal lines
4. Restraining lines
5. Penalty areas
6. Distance between goal posts
7. Height of crossbar
8. Penalty-kick marks
9. Kick-off mark
10. Length and width of field.

Each field marking, properly placed, with the proper dimensions will count one point.

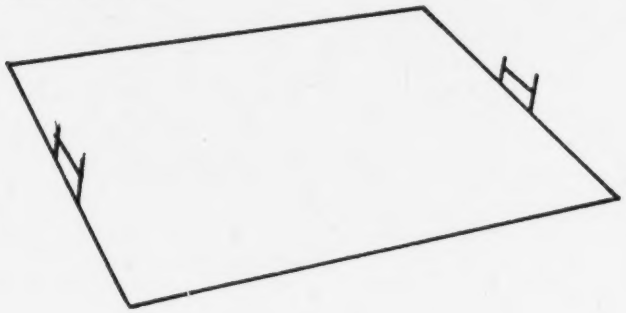


Diagram for field markings

ANSWERS TO QUIZ

Part I

1. Kick-off
2. 6
3. restraining
4. penalty area
5. penalty-kick mark
6. dead
7. blocking
8. pushing
9. tripping
10. handling
11. blocking
12. charging
13. volley
14. 2
15. quarters
16. umpires
17. drop-kick
18. ground
19. an aerial
20. attackers
21. defenders
22. lifted
23. trapping
24. jump ball
25. drop-kick

Part II

1. no
2. yes
3. yes
4. no
5. yes
6. yes
7. no
8. yes
9. no
10. yes
11. yes
12. yes
13. yes
14. yes
15. yes
16. no
17. yes
18. yes
19. no
20. yes
21. yes
22. no
23. no
24. yes
25. yes

Part III

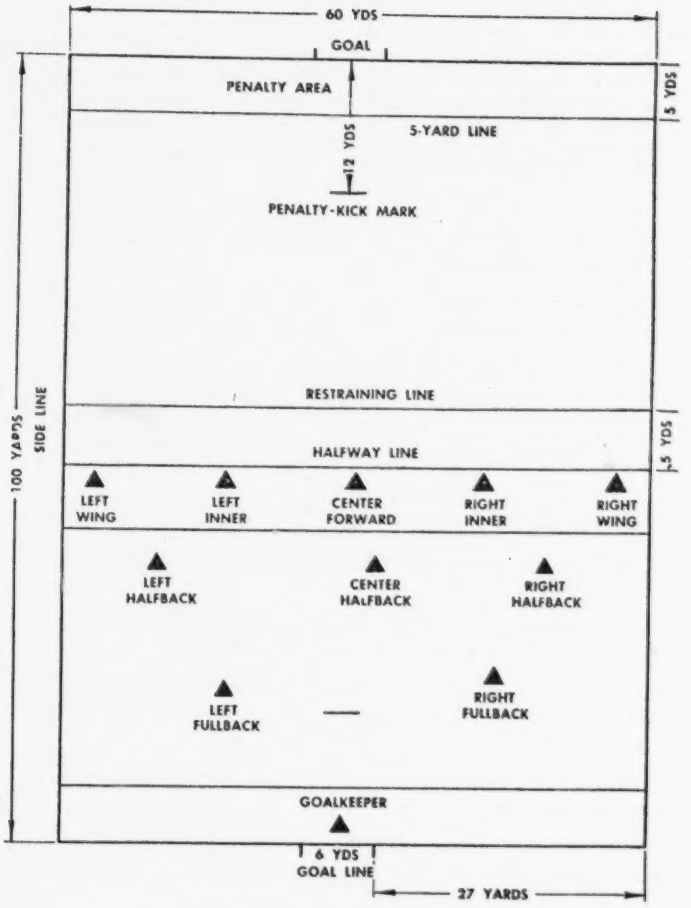
1. b,c,d,d,
2. d,e,a,b,
3. c,a,d,b,
4. d,a,b,c,
5. c,d,a,b,

Part IV

1. J
2. L
3. BFK
4. RFK
5. TH
6. BFK
7. L
8. RFK
9. A
10. RFK
11. BFK
12. G
13. PK
14. J
15. S
16. RFK
17. L
18. R TH
19. RFK
20. RFK

Part V

Check diagram on page 127.



Speedball field and line-up for kick-up

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   _____
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